

*Academic freedom of faculty members at Kuwait University:
Issues of understanding and freedom of research and publishing*

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ABSTRACT

This study examines the academic freedom of academics in Kuwait University. Academic freedom at Kuwait University remains ambiguous, with a lack of understanding in the absence of an institutional definition. This has led to infringement on the rights of academics to freely pursue research and publication. This study attempts to identify Kuwait University faculty members' understanding, and explore the extent of academic freedom available to them in research and publishing. It investigates the obstacles, and recommends ways of improving the space of academic freedom.

A mixed approach of quantitative questionnaire distributed to a sample of 384 academics using stratified random sampling, and qualitative interviews were used.

Academics offered six different definitions for academic freedom, covering freedom of research and publication, and that of teaching, research, and publication, with differing criteria. Academic freedom was considered by some to be absolute, while others cumulatively added one, two or all three conditions of being limited to specialisation without interference by external parties, taking into account prevailing values in society, and respecting the laws enacted by the State.

The obstacles to freedom of research and publication included bureaucracy and lengthy administrative procedures in securing approval of research, and absence of clear policy defining what is sensitive, what can be addressed in research, and what conflicts with the values of society. Limited funding for research projects, lack of reference materials, and equipment, and interference of funding bodies were cited. The limited time allocated for research due to high teaching load, and limited training in research skills and languages, added to lack of sufficient cooperation between researchers in the absence of a coordinating framework. Finally, lack of practical implementation of research and benefit to society, which isolates researchers and research from society's needs. The questionnaire also revealed core differences in responses illustrating weakness in the extent of faculty members' freedom in conducting research, and publishing.

The study recommended that Kuwait University move to address the shortcomings revealed by the study instruments, in particular, to formulate a comprehensive definition for academic freedom for academics.

CHAPTER 1. INTRODUCTION

1.1 Background

The system of higher education in Kuwait was established immediately after the country's declaration of independence in 1961, with the drafting of a constitution based on a democratic system.

Several higher education institutions have been established since independence such as Kuwait University, the Public Authority for Applied Education and Training (PAAET), the Arab Open University, the Australian College, the Higher Institute of Music, the Higher Institute of Theatre, the Gulf University for Science and Technology, and other universities, which are in the process of being established. These institutions have as their prime goals and objectives, teaching Kuwaiti nationals, conducting and publishing research, enhancing knowledge and promoting public service.

To achieve these aims, these institutions should have certain rights and obligations vis-à-vis the university community members. These rights and obligations are necessary for these institutions to accomplish their mission in the society, in which they operate. The many rights and obligations, include academic freedom for faculty members in conducting research and publishing its results. These two rights are considered an important duty for faculty members in any university. These are derived from the University and Higher Education Law, which are: to conduct research and publish its results, serve Kuwaiti society, and teach. Conducting research and publishing its results is an important part of faculty members' mission. In order to carry out this mission, faculty members need a high standard level of freedom to conduct research and publish. Although these duties do not fully meet the standard it is hoped to be achieved, given the level of democracy and freedom in Kuwaiti society.

Freedom in research and publishing for university teachers is the educational tool for the exercise of free democratic actions in this regard. The State of Kuwait has witnessed a democratic revival, which was prominently driven by the 1996 constitution, which enshrined the principles of democracy, including liberty in all its forms, through the many articles that called for liberty, and its prominence in society. For example, Article 6 of the Constitution states that the system of governance in Kuwait is democratic, and that authority is given to the people, who are the source of

all authorities (Aseri, 2000). Therefore, this democracy must be reflected in many aspects of life, among them freedom of research and publication at Kuwait University. In addition, it is necessary that another issue be explored, in parallel, which is the concept of academic freedom from the perspective of faculty members at the University, in order to protect it from infringement by parties both within and outside the University. Recently, certain erroneous practices have emerged within, and from outside, Kuwait University, arising from the lack of clarity in terms of the concept of academic freedom on the part of faculty members of the University, which would affect the degree to which they exercise freedom in the conduct of academic research and publication of results. Among these practices, is a restriction on the freedom of researchers to choose the subject matter of the research, and prohibiting them from publishing the results of such research due to claims by university management that these would cause conflict with the censors. The author (the researcher) from his experience of working in higher education establishments, has noted that there are many complaints by faculty members regarding the restriction on their liberty while conducting research, and publishing it, without knowing the key reasons for this state of affairs, or the reason for the infringements due to irresponsible actions, which weaken the role of faculty members in contributing to the service of society through the instrument of research and publication. This is due to the absence of a clear policy on the level of academic freedom that may be exercised by university teachers, as a right given to them in the area of research and publication.

1.2 Statement of the Problem

There are many reasons for the current situation. One of them is the lack of government legislation in the organisation of public higher education in Kuwait; although, universities have their own committees to establish such legislation. These committees are responsible for the creation of public policy on higher education in Kuwait, and to connect it to the country's needs. In Kuwait, the political system does not have the authority to interfere with the university system. So, having no statement that represents the meaning of academic freedom at Kuwait University makes the understanding and applications of academic freedom ambiguous and difficult to recognise. As a result, it is quite possible to find different understandings among faculty members at Kuwait University around the concept of academic freedom in the university and outside the university.

In order to clarify the situation, the researcher in this study conducted interviews with some faculty members in three main major fields in the university as a starting point to understand what sort of meaning is attached to academic freedom by faculty members at Kuwait University; there is no official document to guide faculty members to a clear meaning in understanding academic freedom, and what degree or level of freedom they have in conducting their research and publishing. The researcher asked individual faculty members to define academic freedom, and none of them agreed on one definition. For example, one faculty member mentioned that academic freedom is freedom to teach and research freely. Also, another faculty member defined it as freedom of the academic in choosing the research subject and publishing, without any interference, while another mentioned it was freedom to express your idea in research without any limitations, except for respecting society's culture (Ghareeb, 2008). So, they had to rely on their own effort, and as applied to their academic discipline, to understand the meaning of academic freedom; this makes understanding of academic freedom very complex to define in one form, as well as in practice. Another reason is what Al-Hasawi (2000) asserted, in that there are several academic and management problems in higher education institutions in Kuwait, because of a lack of academic regulations in these institutions. As such, there is a lack of freedom for faculty members at Kuwait University to practice their rights in conducting their research and publish its results.

1.3 The Purpose of the Study

This study proposed to:

1. Identify faculty members' understanding of academic freedom at Kuwait University.
2. Explore the (extent) or degree of academic freedom available to faculty members at Kuwait University with respect to research and publishing.
3. Investigate the obstacles that face faculty members' academic freedom in academic research and publishing.
4. Recommend ways of developing faculty members' academic freedom with respect to academic research and publishing at Kuwait University.

1.4 Research Questions

1. How do faculty members define academic freedom?

2. From the faculty members' point of view, to what extent is academic freedom available to the faculty members with respect to academic research and publishing?
3. Are there any significant differences among faculty members' responses regarding freedom of conducting research and publishing according to: gender, nationality, academic rank, age and experience?
4. From the faculty members' point of view, what are the obstacles that face of faculty members' academic freedom in academic research and publishing?

1.5 Importance of the Study

The importance of this study stems from its aims, and its particular importance is that it will:

1. Identify faculty members' understanding of academic freedom, and explore the (extent) or degree of academic freedom available to faculty members at Kuwait University with respect to research and publishing. The system of higher education in Kuwait has lacked dedicated studies on this type of subject. Indeed, it is the first time that the issues of understanding academic freedom and freedom of conducting research and publish of faculty members at Kuwait University have been studied and addressed within the Kuwaiti higher education system. Furthermore, it is the first time that faculty members at Kuwait University have talked about these themes critically. The researcher feels that it is important to address these issues in Kuwaiti higher education, and it remains to be seen whether or not these two important rights have, or have not been fulfilled in the State of Kuwait.
2. Contribute to the development and improvement in performance of the higher education system in Kuwait. It seeks to do this by looking at ways and means of realising academic freedom for faculty members from the point of view of those concerned with Kuwaiti public higher education institutions (academic staff members).
3. Contribute to the development and improved performance of the higher education sector in Kuwait by providing an analysis of its strengths and weakness
4. Provide a good example from the experiences of faculty members for realising their academic freedom, in terms of their understanding of the concept of academic freedom and freedom of conducting research and publishing, which can be used by other universities in Kuwait, or other developing countries in general, and the Arab countries in particular.

5. Provide explanations of the major obstacles that face faculty members in Kuwait University, which can be considered in other universities in Kuwait, or in academic environments similar to Kuwait
6. Open the path for more research in the field of academic freedom, and particularly in the freedom of research and publishing in other higher education establishments in Kuwait. According to the researcher's knowledge, this study is the first of its kind in Kuwait.
7. Shed light on the importance of the subject and offer a clear picture of the current state of academic freedom for faculty members of Kuwait University, in order to develop better practice in these issues.

1.6 Limitations of the Study

1. The study is limited to faculty members at Kuwait University.
2. The study is limited to the following themes:
 - a. faculty members' understanding of academic freedom;
 - b. faculty members' freedom of conducting research; and
 - c. freedom of publishing research in Kuwait University.

1.7 Methodology and Research Methods

By its nature, this is a descriptive study that describes and analyses academic freedom of faculty members at Kuwait University, in terms of their definition of academic freedom, and freedom in conducting research and publishing it.

In order to answer the research questions presented earlier, a variety of research methods are used. For instance, the descriptive methods used questionnaires and interviews to describe the faculty members' definition of academic freedom, and to ascertain the degree or extent of their freedom in conducting research and publishing. In addition, to identify the obstacles that affects their freedom of conducting research and publishing. Analysis and discussion are used on the collected fieldwork data.

Interviews are used to describe faculty members' definition and understanding of academic freedom and the obstacles that confront their freedom in conducting research and publishing. Questionnaires are used to examine the views of faculty members at Kuwait University regarding the extent or degree of their freedom in conducting research and publishing. Moreover, to determine if there are any significant differences in their academic freedom in research and publishing regarding gender, nationality,

age, academic rank, and experience between faculty members at Kuwait University using the statistical package, SPSS.

1.8 The Organisation of the Thesis

This thesis comprises 7 chapters. This first chapter presents an overview of the research, such as the problem, questions, its importance, purpose, methodology, and limitations. The second chapter presents general background on the State of Kuwait, including geography, history and political system, demography, language, religion, economic and social structure, and system of education. Chapter 3 is the literature review on academic freedom, in general, and at Kuwait University, in particular. Chapter 4 describes and discusses the methodology and procedures used throughout this study. It introduces the data collection methods, and justifies the use of triangulation with survey questionnaire and interviews. Moreover, it discusses the methods of statistical treatment. Chapter 5 presents and analyses the results of the questionnaire distributed to faculty members, in relation to providing answers to the second research question. This aimed to identify the extent of the knowledge on academic freedom of faculty members, in the rank of full professors, associate professors, and assistant professors, in terms of two main themes; (i) freedom to conduct research, and (ii) freedom to publish research. Chapter 6 presents and analyses the opinions gathered in interviews of faculty members of Kuwait University in the main specialisations of science, arts, and humanities, across the different faculties on the issue of academic freedom, regarding definition, and obstacles, and focusing on research and publication. Chapter 7 provides the findings and recommendations of this research, as well as avenues for further work. Finally, a bibliography of the literature consulted and included in this thesis is provided.

CHAPTER 2. GENERAL BACKGROUND ON THE STATE OF KUWAIT

This chapter presents general background on the State of Kuwait. This includes information about the country's geographical location, history, political system, demography, language, religion, and economic and social structures, as well as the general and higher education system.

2.1 Geographical background

The State of Kuwait is located in southwest Asia. It is bordered from the North and Northwest of the Arabian Gulf (Persian Gulf) by Iraq, and from the South and Southwest by Saudi Arabia (Ministry of Information, Kuwait, 1999) (see figure 1).

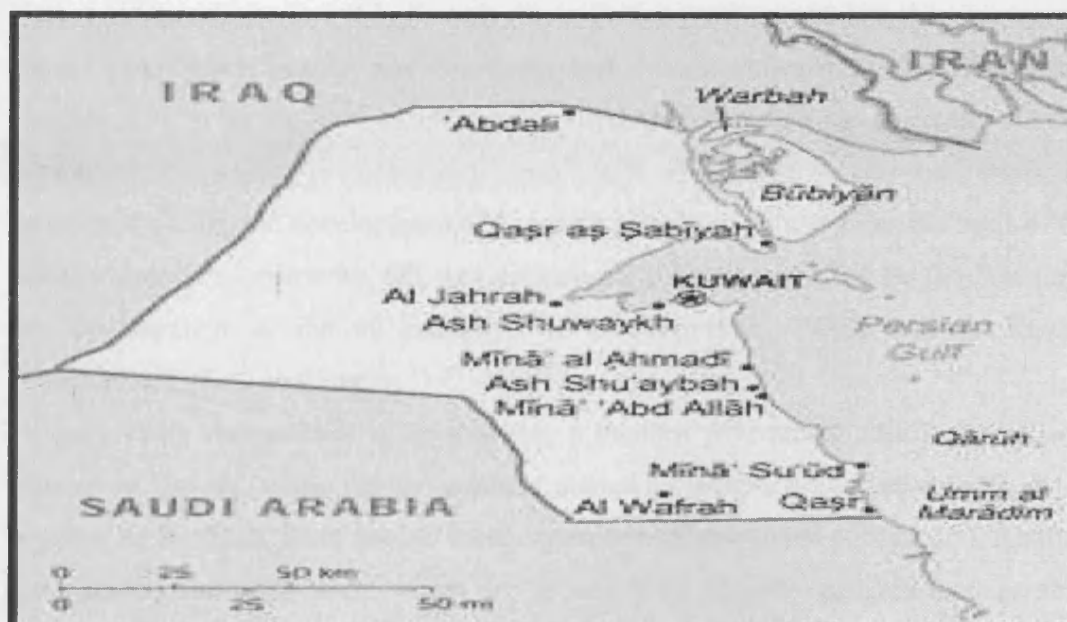


Figure 1: Map showing Kuwait's location in the Gulf region (Source: Google)

Most of the country has a desert climate, which is dry throughout the year, while cold in winter, and hot in summer. The average temperature ranges between 45°C in summer and 8°C in winter. Kuwait has a total area of 17,818 sq. Km, including eight Islands, Falikah, Wurbah, Bubiyan, Miskan, Oha, Kubar, Garooh, and Umm al-Maradim Islands, and its capital is called Kuwait City. The State of Kuwait is located on the coast of the Arabian Gulf, and as such has advantage of several resources, such as sea and oil resources. Oil represents the major source for most of the country's

income, and so the country depends on it, in exporting it to rest of the world (Ministry of Information, Kuwait, 1999).

2.2 Historical and political background

Early settlers in the Kuwait region were the Al-Sabah family, who represent the ruling family nowadays. They settled in Kuwait and held power on behalf of the people. From those early times, the Sheiks from the Al-Sabah family were elected and shared this huge power, inevitably, with the large merchant families, who provided the resources that are necessary for any government to be effective (Abu-Hakima, 1983). Although it is very difficult to specify the date when Kuwait's capital city was established, the records from the English East India Company suggest that the town was built at about 1716. Then, by the mid-18th century, the Sabah family ruled Kuwait, and Sheik Sabah Bin Jaber in 1756, became the first sheik to be formally established as ruler.

Before independence in 1961, Kuwait was a British protectorate, and the country was ruled by Al-Sabah Family, and has never had a democratically elected ruler (Abu-Hakima, 1983). Since 2006, Sheik Sabah Al-Ahmed Al-Sabah has ruled the State of Kuwait.

In the mid-1930s, the development of Kuwait's petroleum industry was the basis of the country's modern prosperity. Oil was discovered in Kuwait in 1938 for the first time, but development of the oil industry was interrupted by World War II (Kuwait Information Office Washington D.C, 2002).

In early 1946, the problem of establishing a modern government administration was present in Kuwait, when the government started to receive its first revenue from oil exports. At that time, there was no local expertise available in the public administration for planning and other tools, which are necessary for effective modern management. Moreover, there was no coordination between the various government departments in recruitment, which remained on the basis of family, tribal or ethnic loyalties and traditions only. As a result, financial mismanagement appeared, and despite a central tender committee being set up to reduce the crisis, it became institutionalised on a large scale (Al-Sabah, 1989). On the other hand, several reforms took place around a number of political issues in Kuwait, and as such, political organisations became active, and began to recruit members widely. As a result of these reforms, by the 1960s, Kuwait had gradually grown rich and made great steps in economic development. On 19 June 1961, Kuwait gained its full independence from Britain, and immediately started drafting the constitution based on a democratic system in 1961. In 1963, Kuwait

became a member of the United Nations (Kuwait Information Office-Washington D.C, 2002). In 1962, the government declared the form of political system for the State of Kuwait, where the Al-Sabah Family would rule the country by inheritance through the family line. This was set in law in accordance with the constitution, based on approval of hereditary law number (4), announced on 30/1/1964 (Aseri, 2000).

By establishing a working constitution in 1963, Kuwait became the only Arab Gulf State with an elected parliament through the National Assembly (Kuwait General Assembly, 2005); this consists of 50 members elected every four years by Kuwaiti citizens, who are over 21 years old. However, the Emir has full power to dissolve the Assembly, and call for new elections within two months (Kuwait Information Office-Washington D.C, 2002). Voting was only for men, but after movement by Kuwaiti women to gain their political rights, the former Emir of Kuwait, Sheik Jaber Al-Ahmed Al-Sabah announced the agreement of the Council of Ministers to give full rights to Kuwaiti women in voting and electing on 16 May 1999 (Al-Faylakawi, 2005).

Assembly members have full authority and right to question Ministers “with regard to matters falling within their competence according to the constitution of Kuwait, article 100”. Parliament also has the right to veto any law proposed by the government, or impose a law rejected by the government; therefore, no bills become law in Kuwait without parliamentary approval (Kuwait Information Office-Washington D.C., 2002). In practice, the concept of democracy in Kuwaiti society is closely related to popular participation in decision-making. Therefore, it is important to point out that Kuwaiti people experienced democratic life a long time ago through the foundation of the relationship that bound together the ruler and his people, which reflects the reality of Kuwaiti society and the regime. For example, the Emir of Kuwait, Sheikh Jaber Al-Ahmad Al-Sabah, has emphasised this fact in his speech delivered in the last ten days of Ramadan in 1992, that all Kuwait had chosen democracy as way of life since establishment of the State (Royal Court of Kuwait, 2005).

Democratic development took several cycles, until it evolved into the modern civilised way of the present. The constitutional rights in Kuwait included the principle of free expression in Kuwaiti society. The principle of dialogue and respecting others’ opinions is one of the most obvious features of democracy in Kuwait. The table below shows the increasing number of voters over the years from 1963-1999 in the different constituencies.

Table 1: Table of the numbers of voters, electors and nominees of the elections of National Assembly from 1963 to 1996

National Assembly	Number of electoral districts	Number of Nominees	Number of voters	Number of electors	Percentage	Legislative term starting at	Legislative term ended at
Constituent Assembly	10	73	11,288	10,159	90%	20 /1/1962	15/1/1963
First Legislative term	10	205	16,899	14,355	85%	29 /1/1963	3/1/1967
Second Legislative term	10	222	26,796	17,590	67%	7/2/1967	30/12/1970
Third Legislative term	10	183	40,246	20,785	52%	10/2/1971	8/1/1975
Fourth Legislative term	10	257	52,993	31,848	60%	11/2/1975	19/7/1976
Fifth Legislative term	25	447	41,953	37,689	90%	31/3/1981	19/1/1985
Sixth Legislative term	25	231	56,848	48,368	85%	9/3/1985	2/7/1986
Seventh Legislative term	25	278	81,440	67,724	83%	20/10/1992	5/10/1996
Eighth Legislative term	25	230	107,169	88,430	82%	20/10/1996	4/5/1999

Source: official website of The State of Kuwait

[http://demo.sakhr.com/diwan/emain/Library/Statistics_Tables/StoryOfKuwait_Tables/ind-tab1.html]

access : 14-4-2005.

2.3 Demography and language

Kuwaiti people are part of the Arab nation. According to the latest census in 2005 by the Statistical Department at the Ministry of Planning in Kuwait, the total population was 2,213,403. Most Kuwaiti people originate from Saudi Arabia, Iraq and Iran and a

few from other countries. Foreign nationals are divided into two groups; Arabs who are mostly from Egypt, Syria and Palestine, and non-Arabs who are mostly from India, Pakistan and a few from other countries. Kuwaiti citizens tend to dominate most government sector jobs, while non-Kuwaitis tend to dominate in the private sector. The table below presents the growing Kuwaiti and non-Kuwaiti population throughout the years from 1965-2005.

Table 2: Population (from Census) by nationality from-1965-2005

Year	Kuwaiti	Non-Kuwaiti	Total	Kuwaiti Percent
1965	168,793	298,546	467,339	36.1
1975	307,755	687,082	994,837	30.9
1985	470,473	1,226,828	1,697,301	27.7
1995	653,616	921,954	1,575,570	41.5
2005	880,774	1,332,629	2,213,403	39.8

* Source: Statistical Department –Ministry of Planning –Kuwait, 2005.

However, Kuwait is divided into six Governorates, namely, the capital (Kuwait), Hawalli, Al-Ahmadi, Mubark Al-Khabeer, Al-Farwania and Al-Jahra, and six educational districts, in each Governorate jurisdiction. In each educational district, there is a local governor appointed by the Ministry of Education, responsible for implementing their own plans within the general policy based on the framework of the general plan of the Ministry of Education (Ministry of Information, 1999)

Arabic is the official language of the State of Kuwait, but English is widely understood and spoken in business. Arabic is also the first language taught in school, while English is taught as the second language from the primary until the secondary stage.

2.4 Religion

The religion of the Kuwaiti people is Islam, although other religions are represented, as a large number of non-Muslims from other countries work in Kuwait.

Islam is the formal religion of the State, and the majority of the Kuwaiti population is Muslim. Islam represents not only the foundation of the country's official system, but also provides the framework for Kuwait's culture and society; Islamic education is taught in the school curriculum at all stages (Kuwait Information Office Washington D.C, 2002). Most Kuwaitis are Sunni Muslims, while a minority are Shi'a Muslims.

There also exists a small Christian community, and other religious groups in the State of Kuwait.

2.5 The economic system in Kuwait

Before the discovery of oil, the main economic revenue was mainly from fishing, pearl-diving and trade. Kuwait was the commercial centre for trade between mainland Arabia and South Asia, as well as South Asia and coastal African countries (Bowen, 1951). Therefore, reflecting on the example of resource-poor Japan, Kuwait tried to diversify away from oil in two directions. First, it invested in local industry, and banking and services. Second, it invested its oil income in overseas property and industry so effectively that by the 1980s, these international investments brought in more revenue than the direct sale of oil, which gave Kuwait the best possibility for income when the oil industry eventually declines. Moreover, international investments made it possible for the Kuwaiti economy to continue to function even after Iraq shut down its revenue-producing oil facilities (Crystal, 1992).

The government also adopted a policy of joint venture investments with the private sector. The logic of this policy stems from the belief that the private sector is incapable of initiating these investments without government partnership and support (Al-Omer, 1990).

The attempt by the government to diversify the economic resources manifested itself in two aspects; on the one hand, the government invested, independently and in co-operation with the private sector, in domestic industry, banking, and other services. On the other, the government started to invest, on a very large scale, the surplus from oil export revenue overseas. These overseas investments enabled the Kuwaiti government to function successfully during the Iraqi occupation of Kuwait, and during the rebuilding period immediately after the liberation of Kuwait (Crystal, 1992).

On the international level, Kuwait adopted a foreign policy which aimed to provide some financial assistance for various political and humanitarian causes, which were always taken into consideration.

One of the major effects of the economic boom in Kuwait was felt in the labour market, where employment opportunities increased dramatically, especially for women. The closed Kuwaiti society, old traditions, and the weak economy all played a part in the past in depriving women of the chance to pursue a career. The discovery of oil and

the vast resources, which flooded the country, meant that Kuwait had to employ new technology and bring in foreign workers, which helped open up Kuwaiti society. The oil revenue also provided a golden opportunity to improve the educational system in Kuwait, and to open more schools, with equal emphasis on educating male and female Kuwaitis. All these factors increased the ratio of employed women within the labour force in Kuwait.

Before the Iraqi invasion, the labour force in Kuwait had grown rapidly, as a result of the doubling in the number of non-Kuwaiti men, and tripling in the number of non-Kuwaiti women working in the country during this period; although increased participation by Kuwaiti women was also a factor. The civil service has traditionally employed about a quarter of the labour force, and about half of all those working in it, are Kuwaiti nationals.

2.6 Social Structure of Kuwaiti Society

Al-Misnad (1985) divides present-day Kuwaiti society into three main classes: the first is the upper class, which includes the ruling family and traditional nobles and merchants. Members of this class are mainly businessmen or professionals working in the fields of import and export, construction, and real estate. Then comes the middle class, which mainly comprises civil servants. This is the most educated class, and by far the largest class in size. The upper and middle classes are mainly composed of Kuwaiti nationals. Then the lowest ranking class, according to Al-Misnad, is the working class, which includes skilled and unskilled labour, working in the petrochemical and construction industries. While members of the upper and middle classes are mainly Kuwaiti nationals, those in the working class are Kuwaiti nationals and non-Kuwaitis.

2.7 Education in Kuwait

There are two factors in the history of Kuwait, which affected the development of education in Kuwait; these are the discovery and production of oil in the mid-1940s, and the Iraqi invasion of Kuwait in 1990. The importance of these factors comes from the fact that most aspects of life in Kuwait changed significantly after each of these two events.

Although, the development of the education system in Kuwait was affected to a great extent by both events, it was mainly influenced by the discovery of oil. This is because

it secured huge resources, which facilitated investment in education on a grand scale, and affected the development of education in Kuwait.

The development of the education system in Kuwait may be divided into four phases: the traditional *Kuttab* education, limited methodical education, formal education, and formal education reforms. These are considered in the next sections.

2.7.1 Traditional education before 1912: *Kuttab* education

Beginning from the establishment of the State of Kuwait in the early 18th century, and until 1912, the only form of education available in Kuwait, as in many other Gulf countries was a system called *Kuttab*. The word '*Kuttab*' is an Arabic word, which means to write, and was used to refer to the form of education, as well as the place where education took place (Tibawi, 1972). The *Kuttab* system can be divided into two stages: elementary *Kuttab* and advanced *Kuttab*. Elementary *Kuttab*s were available in every town and village, and took place in different venues. Male teachers taught boys and held *Kuttab*s in their homes, shops and even village bazaars, while female teachers held classes only in their homes (Al-Saleh, 1975). The main, and only, subject of study in elementary *Kuttab*s was the Holy Quran (the Book revealed to the Prophet, Muhammad) and 'students' were asked to memorise the Quranic verses. The advanced *Kuttab*s, which were only available in large towns, were housed in special buildings and involved travelling and expense. Therefore, only rich families could afford to send their children (boys only) to these stages, because elementary *Kuttab* education was considered to be sufficient for girls. In addition to teaching the Quran, reading and writing Arabic, as well as arithmetic were taught in the advanced *Kuttab*s. Children left advanced *Kuttab* between the ages of nine and ten, and celebrated the occasion by parading through the village collecting money or food as a reward for learning reading, and writing in Arabic and memorising the Holy Quran (Al-Saleh, 1975).

The *Kuttab* education, played an important role in giving early Kuwaitis basic education, because it was the main source of education at that time. It continued until 1912, when a new form of education was introduced on a limited scale.

2.7.2 Basic educational development between 1912-1936

The establishment of formal schools in Kuwait began when a group of Kuwaiti traders were impressed by formal education, which they had the chance to see in other parts of the world during their travel abroad. They discussed establishing a formal school in Kuwait with the Emir at the time Sheikh Mubarak Al-Sabah, and consequently the first

formal school named Al-Mubarakyya was opened in 1912. The curriculum studied in this school was composed of Islamic education, Arabic language, Islamic history, geography, and arithmetic (Abdual Ghafur, 1983).

The growing numbers of pupils in this school, and the increasing demand for formal education in Kuwait allowed opening another formal school named Al-Ahmadyya in 1921 (Al-Jassar, 1991). Both schools had Kuwaiti teachers and teachers from other Arab countries (Al-Aryan, 1988).

These two schools remained the only sources for formal education in Kuwait until 1936, when the Kuwaiti government decided to take full responsibility for formal education in Kuwait. The Education Council was established in that year heralding the beginning of a new era in the development of education in Kuwait (Ministry of Education-Kuwait, 1994).

2.7.3 Official Education (Formal Education) between 1936-1956

The year, 1936, is considered to be the beginning of regular education in following a formal plan and curricula. Throughout this period, wide changes were made, especially when the State began to bring in teachers from Arab countries to help solve the problem of teacher shortage. The decision of the Kuwaiti government to take full responsibility for financing and supervising education in Kuwait played a vital role in formalising the education system in Kuwait, and providing plans and curricula for the different educational stages. The Education Council was keen to fulfil the needs of the Kuwaiti population, and fill the gaps in the education system. It relied on teachers and experts from other Arab countries, which had adopted more advanced educational systems.

In 1941-1942, the State of Kuwait recruited a number of teachers from Egypt, and the Ministry of Education in Kuwait asked the Ministry of Education in Egypt to organise the curriculum and study plan for schools in Kuwait. 1943 was the first time that the Egyptian Curriculum was implemented in public schools in the different educational stages of Kuwait, with minor modifications considering the needs of local Kuwaiti society (Al-Jassar, 1991).

In 1947, the authorities and educators in Kuwait realised the importance of equal opportunities in education for both boys and girls by making education available to both genders. The shortage of Kuwaiti female teachers was overcome by recruiting a number of female teachers from Egypt to organise and teach in public schools for girls. In the academic year, 1945-1946, the total number of schools was seventeen: one

secondary school and twelve elementary schools for boys, and four elementary schools for girls. The number of students enrolled was 3,635 boys and 820 girls with 142 men and 34 women teachers.

The education system at that time was not expanded further, until the education authorities ordered a comprehensive assessment of the education system in Kuwait in 1955, and realised the need for expansion to achieve an educational system for the future. Therefore, the Department for Education increased the education budget, and sponsored the comprehensive assessment of the education system in Kuwait in the study carried out by two education experts, Kabbani (a former Minister of Education in Egypt) and Akrawi (a former President of Baghdad University in Iraq). They conducted an assessment of the educational process in Kuwait in 1955. On the basis of their assessment, Kabbani and Akrawi suggested changing the educational system in Kuwait. They proposed that the educational ladder in Kuwait should be divided into four stages (Kabbani, 1955):

1. Kindergarten: from ages (4-6)
2. Primary: from ages (6-10)
3. Intermediate: from ages (10-14)
4. Secondary: from ages (14-18)

The Kabbani and Akrawi report led to the most comprehensive changes in the education system in Kuwait to date. In 1956, the education authorities in Kuwait implemented the recommendations of that report, leading to the final stage in the development of the education system in Kuwait.

2.7.4 The Development of Education from 1956–2010

2.7.4.1 Reforms in Formal Education

From 1956 to the present, several reforms have been made to the educational system in Kuwait to meet the needs of the country's ambitious development plans. For example, the government realised the importance of education for both boys and girls, combined with the availability of resources necessary for the development and improvement of educational methods. The implementation of the Kabbani and Akrawi recommendations in 1956 was only the start of many initiatives, which were directed towards ensuring the availability of free education for all. This was enshrined in the constitution in 1965 (Art. 11), which ensured education for all people, with education being compulsory from kindergarten to the intermediate levels, i.e. Middle school (Aseri, 2000). Article no.11 indicates that education is free from kindergarten to

university, and that there are equal opportunities for boys and girls, and all Kuwaiti citizens.

According to Al-Ghanem (1986), in 1936, the Education Council was established and the nature of education presupposed centralism in administration to supervise educational plans, recruitment of teachers, and provision of school textbooks and teaching aids in the hands of the Education Council. The Council consisted of twelve members headed by the Director of Education and assisted by two Directors for Financial and Administrative Affairs, and Technical Affairs respectively (Al-Aryan, 1988).

From 1956 to 1957, the expansion of educational services affected the Council of Education, which was replaced by a Department of Education that remained until Independence in 1961, when the Ministry of Education was established.

The Ministry of Education has followed a policy in which the general aim of education in Kuwait has been described as follows (Ministry of Education, 1985):

“Giving suitable opportunities to help individuals realise overall development and integrated growth spiritually, intellectually, socially, as well as physically, in light of the nature of Kuwaiti Society, its philosophy, and aspirations, Islamic principles, Arab heritage, and modern culture, in a way that ensures a balance between the individual’s self-realisation, and their (sic) preparation to share constructively in the progress of the Kuwaiti Society in particular and Arab and international society in general” (p.26).

The expansion of the educational administrative system from a Council to a Department, and eventually to a full Ministry, was a response to the systematic increase in the number of schools in Kuwait. This increased from 2 schools in 1936-1937 to 128 schools in 1960-1961, and on to 636 schools in 1980-1981, although the number of schools has reduced due to the Iraqi invasion in 1990, and after the introduction of new legislation preventing the majority of labour from bringing their dependants to Kuwait, thus reducing the demand, and so some schools closed. The number of schools in Kuwait had reached 288 by 1994 (Ministry of Education, 1994).

Up until 1980, the educational administrative policy in Kuwait, followed by the earlier Education Council and Department of Education, was centralised. However, in 1981, the Ministry of Education modified its policy, and adopted centralisation only in issues relating to planning, whereas executive issues were decentralised. Therefore, in 1981, the Ministry of Education in Kuwait initiated a new policy on decentralisation. The

Ministry established five education districts in five governorate cities. The first, Al-Ahmadi, was established in 1981 as an experimental step followed by establishing Al-Jahra in 1983, and eventually, in 1986, three more districts were established in Al-Farwaniyyah, Hawalli, and the Kuwait City respectively (Al-Aryan, 1988), and finally in Mubark Al-Khabeer.

2.7.5 The Educational Structure: Stages of General Education in the State of Kuwait

The education structure in Kuwait is divided into four stages: kindergarten, elementary, intermediate, and secondary. Compulsory education covers the kindergarten, elementary and intermediate stages, but free education covers university education, which is available exclusively to Kuwaitis. Non-Kuwaitis have to send their children to private schools, with the exception of university lecturers, teachers, doctors, who are entitled to benefit from free education. Below is a general background on these four stages.

2.7.5.1 Kindergarten

Children aged four to six are included in this important educational stage. At this stage, children are expected to learn more about local traditions and social values in a healthy social environment, where they can have fun and enjoy various activities. They also acquire basic principles of Arabic and mathematics.

2.7.5.2 Elementary Education

Children spend five academic years in this stage, from the age of 6 to the age of 10. In this stage, basic skills such as reading, writing and mathematics, and other skills like music and sports are taught.

2.7.5.3 Intermediate Education

The duration of this stage is four academic years, from the age of 10 to 14, i.e. adolescence; therefore, special factors have to be taken into consideration throughout this stage. Teachers have responsibility for recognising the different abilities and interests of students and channelling them in the right direction.

2.7.5.4 Secondary Education

The duration of this stage is three years, and represents the last stage in the general education system in Kuwait. This stage comprises two distinct systems, the first is

general secondary school and the second is the credit system. In the general secondary system, students in the first year are taught the same general subjects, but in the following two years, students are divided according to their wishes, into two major streams, humanities and science. On the other hand, the credit system student has to take compulsory subjects and choose among alternative ones to pursue the secondary school diploma.

2.7.5.5 Special Education

This stage consists of adult and literacy education, parallel education (provided for a category of normal students whose provision and abilities do not allow them to adjust to the academic educational programme in general education), and religious education, which deals with Islamic, and social science studies. All these types of education come under the supervision and management of the government sector.

2.7.6 Private Education in Kuwait

Private education in Kuwait follows a different system according to the kind of school, and whether based on the curriculum of other countries, such as British and American schools. These private schools were initially established to provide education for the needs of residents in Kuwait of different nationalities; although many Kuwaiti families choose to have their children attend these schools. Private schools are independent financially, but remain under the supervision and rules of the private education section at the Ministry of Education.

2.8 Public Higher Education: 1966-Present

2.8.1 Applied Education

2.8.1.1 The Public Authority for Applied Education and Training (2005)

The Public Authority for Applied Education and Training was established in 1982 to improve the capabilities of workers through in-service training at the place of work. Applied education in Kuwait has two forms: one provided by colleges, and the other provided by training centres.

Colleges award two kinds of degrees, namely a diploma following two years of study, and Bachelors degree after four years of study. The diploma degree is awarded in engineering and finance, while the BA is reserved for colleges of education. However, training courses are also provided, lasting between three to nine months based on the field of study. Moreover, these courses cover specific subjects, such vocational, and

telecommunications training. Graduates from these colleges receive diplomas, which enable them to work in their specific fields. The institutes and centres are run by the Public Authority for Applied Education and Training. These schools and centres are the School of Commercial Studies, School of Health Sciences, School of Education, School of Technological Studies and the Institute of Electrical and Water Training.

2.8.1.2 The Higher Institute for Theatre Arts

The Higher Institute for Theatre Arts began operating in October 1973, by virtue of a Decree by the Emir. The Institute aims to develop arts and theatre with due consideration to Arab heritage. It has three departments, i.e. the Acting and Theatre Direction Department, Criticism and Theatre Literature Department, and Theatrical Decoration Department (Kuwait Information Office, New Delhi, 2005).

2.8.1.3 The Higher Institute for Musical Arts

This Institute aims to develop the culture of music and abstract musical sciences in Kuwaiti society. It incorporates departments, such as Composition, Voice, Musical Instruments, Arab Music, Arabic Singing, Music Education and Fundamental Education (Kuwait Information Office, New Delhi, 2005).

2.8.2 University Education: Kuwait University

The beginnings of establishment of Kuwait University can be traced to when the Department of Education invited three higher education experts from Britain, Egypt, and Lebanon to create the idea for establishing a new university in Kuwait. Based on the committee's report, Kuwait's government appointed a planning bureau in 1961 to establish Kuwait University (UNESCO, 1987).

In 1962, the University Council members were nominated from the government to pursue the issues of the new higher education institution in Kuwait (Al-Hamdan, 1984). In 1966, the University was established as a government (public) university and classes started in two schools, the School of Arts, Sciences, and Education; and the Girls University School (Al-Hamdan, 1984).

In the first year, there were only 418 students, and 31 academic staff members. Yet, Kuwait University has undergone huge expansion since then, both in the number of academics and the number of undergraduate and graduate students. There are now

thirteen schools catering for about 20,331 students. These are the Schools of Higher Education, Social Sciences, Business Administration, Law, Education, Shari'a and Islamic Studies, University Girls, Engineering, Sciences, Medicine, Allied Health Sciences and Nursing, Pharmacy, and Dentistry. Arabic is the language used in teaching in the schools of Education, Social Sciences, Sharia and Islamic Studies, and University Girls School, while English is used in the remaining Schools (Kuwait University, 2002). The educational system at Kuwait University currently follows the credit system and semester terms, while previously, before 1972, it had followed the academic year system. The credit system was applied during the academic year 1972-73 at the School of Commerce, Economics, and Political Science at that time and then expanded to the remaining Schools in the academic year 1975-76 (Kuwait University, 2002). In this system, the determination of academic year according to the Registration Department (2005) is divided as follows:

1. A student who accomplishes 29 units is considered to be in the first academic year of study.
2. A student who accomplishes from 30 to 59 units is considered to be in the second academic year of study.
3. A student who accomplishes from 60 to 89 units is considered to be in the third academic year of study.
4. A student who accomplishes from 90 to 131 units is considered to be in the fourth academic year of study.
5. A student who accomplishes 132 units or more is considered to be in the fifth academic year of study. This usually applies to students where the programme requires five years of study.

The course grades consist of six categories as in the table below:

Table 3: Kuwait University course grading system

Distinction A	Very Good B	Good C	Weak D	Fail F	Pass & not pass P
4	B+ 3.33-3.66	C+ 2.33-2.66	D+ 1.33	0.00	For some courses without any grade
3.67	B 3.00-3.32	C 2.00-2.32	D 1.00		
	B- 2.67-2.99	C- 1.67-1.99			

Source: Registration Department, Kuwait University (2005)

According to University regulations, a student will be placed on probation after two semesters, if his GPA is less than 1.67 and this is considered to be a first warning. The next semester, the student will receive a second warning, if he does not raise his GPA to the required level. A third warning will be given the semester after, if the student's GPA is still under the average required. If a further semester is completed without his achieving the required level, he is dismissed from the University (The Registration Department, 2005).

Kuwait University has two semesters in addition to a summer semester (Kuwait University, 2003). Education in Kuwait University is segregated (boys and girls are taught separately) as in the general educational system.

2.8.3 The Organisation of Kuwait University

The Ministry of Education is officially responsible for the organisation of Kuwait University, but the Chancellor of the University has independent authority and wide ranging of powers. Practically, the Chancellor (Rector) of the University relies mainly on the University Deputy-Chancellors, Secretary General and University Council for administration of the University. The Council is headed by the Secretary General, and its members include five Deputy chancellor (Rectors), twelve school Deans, the Dean of Student affairs, the Dean of Higher Studies, the Dean of Enrolment and Registration, as well as members, representing the government and the private sector (Kuwait University, 2002).

The Chancellor of Kuwait University is responsible for all scientific, intellectual, technical and administrative affairs for sustaining the University's development through policies, plans and strategies geared to advancement, while nurturing a vision of global dimensions. The Chancellor has a distinct hierarchy of support, rendered by five Vice chancellors Officers and the General Secretary Officer. Each of these offices are mandated for distinct responsibility spheres, vital for institutional goals and operations with a refreshing scientific, technological and executive outlook.

2.8.3.1 Higher administrative organs in Kuwait University

1-Office of the Vice Chancellor for Academic Affairs: This office is responsible for institutional academic programmes, registration and admissions, language centre, evaluation and decision support centres, cultural affairs, and faculty members' affairs.

2- Office of the Vice Chancellor for Research: This office promotes, supports and sustains, basic and applied research throughout the institutional faculties, laying the foundation of grant support through critical policy, programmes, and procedures. The office encourages and builds inter-institutional and cross-country alliances, cooperation, and partnerships to raise the spectrum of research at Kuwait University.

3-Office of the Vice Chancellor for Planning: This office lays out the blueprint of institutional developmental plans and goals over the short and long-term, in terms of strategies, programmes, physical resources and facilities. The office conceptualises the future vision of institutional campus development, prepares designs and implements plans, as well as overseeing construction and related activities, in fulfilment of institutional defined goals and developmental agenda.

4- Office of the Vice Chancellor for Health Sciences: This office is mandated to oversee the development of health sciences programmes and facilities at Kuwait University. The Office is an executive umbrella for four constituent faculties, viz. Medicine, Dentistry, Pharmacy and Allied Health Sciences.

5- Office of the Vice Chancellor for Academic Support Services: This office is the critical resource body for vital information, technology, libraries, students and community affairs of the university, providing critical services sustaining institutional functionality. The office monitors technology and trends in support services, and transfers the advantage of state-of-the-art technologies in keeping the institutional functions in top gear.

6-Office of the General Secretary: This office is the dynamic administrative nucleus for the affairs of the entire university, governing administrative and financial affairs, employment and contracts, purchase and imports, residential complexes, press and club, stores and maintenance, cultural, legal, public relations and media affairs (Kuwait University, 2006).

2.8.3.2 General Framework of Kuwait University

In 1980, Kuwait University Council approved the general framework outlining the University's purpose, objectives, and philosophy. Kuwait University (2003) summarises these in the following:

I. Purpose of the University.

The purpose of the University is basically for its students to benefit from the fruits of knowledge, cultural and civilisational heritage and intellectual creation: to develop human resources, raise their productive ability and their cultural and social level; and to contribute to society's developments as follows:

1. To preserve, advance and disseminate knowledge on both the national and individual level.
2. To contribute to the economic, social and cultural advancement of society.
3. To foster cultural and scientific ties with other regional, Gulf, Arab and international institutions, which share similar goals.

II. Objectives of the University.

1. To provide leaders in all spheres, and prepare young people who are conscious of their society's customs and values, able to understand its problems, and capable of bringing about necessary change.
2. To monitor scientific progress and help to advance it through research, so as to solve society's problems and achieve economic, social and cultural development.

III. Philosophy of University Education and University Policy (Kuwait University, 2006):

The University philosophy envisions the development of higher education through the formulation of requisite policies that would facilitate the accomplishment of the institutional mission and goals as outlined below:

1. Define the institutional admission policy that is receptive to the requirements of social and economic growth, market demands and fulfils the students needs in accordance to their abilities, potential, interests and preparedness;
2. Establish Faculties, departments and scientific centres with approved teaching programmes that satisfy the community's developmental and cultural needs, especially those concerning national assets, endowments and wealth, as well as preserving the environment and heritage;
3. Ensure continuous development and evaluation of teaching programmes, curricula and educational methods to keep pace with scientific development;

4. Work towards building the students' character, provide an atmosphere that encourages innovation and creativity, and develops their potential and abilities to analyze, infer, explore and confront challenges through scientific and research vitality, intellectual growth, reasoning and foresight.
5. Focus on developing the students' total personality by providing all facilities that help develop their character and creative abilities, through the process of continuous learning, guidance, moral and health care, and by encouraging them to participate actively in campus activities such as sports, social, art and cultural events that are characteristic and complementary to university life.
6. Ensure the availability of all facilities, and a congenial environment that encourages the pursuit of research and scholarly studies, while focusing on prime issues of priority significance relevant to Kuwait and the Gulf in an effort to find long lasting and tangible solutions.
7. Serve the community by providing teaching, training, and consultative programmes, in addition to research, seminars and public lectures, in an all out effort to make positive contributions to public life.
8. Develop an attitude of openness to the community, and utilising and adopting various means, mechanisms and facilities geared to serving the institutional goals.
9. Ensure continuous development of the University, its academic, technical and administrative staff through an intense process of education, seminars, missions, training, workshops, symposia and scholarship.
10. Strengthen cultural and scientific relations with distinguished universities and scientific institutions.

2.8.4 Centres, Units & Resources (Kuwait University, 2006)

2.8.4.1 The Academic Research Administration at Kuwait University

Kuwait University has been involved in the conduct of academic research and publishing for over thirty years. This started officially, when Kuwait University established the Academic Research Administration in 1979, with the aim of facilitating academic research, and publishing in refereed academic journals (Research Administration, 1999). Under the direction of the University Vice Chancellor for

Research Affairs, the Administration's mandate was to advance research at Kuwait University, and develop the necessary procedures and rules facilitating academic research, and enabling academic researchers to publish in academic journals.

The Academic Research Administration at the University provides a list of accredited refereed academic journals; researchers may refer to this list in deciding where to publish their research work, in addition to the local journals belonging to Kuwait University. For this idea to become clear, the Academic Research Administration represented by the Academic Publishing Council (APC) publishes monthly refereed specialist academic journals for each of the faculties of Kuwait University. In addition, it provides a list of other refereed academic journals, at regional and international level, that are concerned with the publishing of the research and academic studies in all areas of academic specialisation, whether in Arabic or English. University staff must restrict themselves to this list, in addition to the local faculty journals published by the University, in terms of publishing their work, so that this would count towards their academic promotion (Kuwait University, 1999). Therefore, we find that publishing academic research at Kuwait University is fundamentally linked to academic promotion, through the need to publish research results in the local academic journals specific to each faculty, and also according to the list of refereed journals chosen and accredited by the Academic Research Administration, which does not consult researchers in compiling its list. Moreover, publishing research at Kuwait University is not particularly linked to any necessity or importance with respect to its contribution and benefit, or its effectiveness, in the development of government or private sector bodies.

2.8.4.1.1 Kuwait University academic journals' publishing policy

The publishing policy of academic journals at Kuwait University is based on the following rules:

1. All the studies submitted for publication are presented to referees in that area of specialisation, who are experienced in research, and distinguished in their academic status.
2. The academic rank of the referee, in all circumstances, must not be less than assistant professor.
3. The referee will provide his/her opinion of the submitted research in writing.

4. The journal will require two referees, at least, for each research submitted for publication; the chief editor may choose a third referee, if the research is rejected by one of the two referees. The author will be informed of the decision not to publish his research, where it is rejected by all the referees.
5. If the author or one of the authors is from the State of Kuwait, then the referees must, in all cases, be from outside of Kuwait.
6. The editorial board has the right to an initial inspection of the research, and as such make the decision whether to put it forward to the referees; the decision of the referees is binding on the chief editor and editorial board.
7. The chief editor must ensure that the author of the article that is not accepted for publication is informed of the decision by the referees, or a summary thereof, without mentioning their names, and with no obligation to respond to any representations.
8. The chief editor must ensure that the author of the article is informed of its suitability for publication within two weeks of receiving the referees' responses.
9. Priority in publishing accepted research is given to studies from Kuwait University, and especially those related to studies of the region.

In terms of the conditions regarding publication in academic journals belonging to Kuwait University, these are generally as follows:

1. The researcher must confirm that the research is original, and is not part of any published book, or has previously been published.
2. The researcher undertakes to consider the referees' comments.
3. The research must be to a requisite standard of quality in ideas, style, methodology, and academic referencing, and must be free of semantic or grammatical mistakes.
4. Work submitted must be typed out, and must not exceed 50 foolscap pages, or 35 small size (quarter) pages.
5. The article must be organised and printed such that main titles are positioned at the centre of the line, and subordinate titles on the right-hand side of a separate line, with secondary elements at the beginning of the paragraph.
6. Three copies of the research article are to be submitted, as well as the researcher's curriculum vitae, if this is the first time he/she corresponds with the journal.
7. The decision to accept articles submitted for publication depends on the recommendations of the editorial board and referees; the process of refereeing articles will remain confidential. Referees will depend in their decision regarding

research submitted for publication on the extent to which it is linked to the field of knowledge, its scientific value, the practical applicability of results, and the extent of originality in the ideas of the research and its topic, the accuracy of the literature linked to the topic on the research and its comprehensiveness, in addition to the soundness of the methodology used in the study, and the extent to which the data and final results are appropriate to the hypotheses; furthermore, the soundness of the mode of presentation in terms of articulating ideas, and language usage, as well as the quality and clarity of tables and figures. The editorial board will perform an initial assessment of the submitted article as soon as it is received. In the case where the research is unsuitable for publication, the journal will inform the researcher of this decision. As for those articles that are accepted, these are forwarded to two referees to review them in secret, and the researcher is then informed of the outcome. The editorial board undertakes to complete the process of review, and make a decision regarding submitted research as quickly as practicable, in order to reduce the time for this to the minimum.

8. The researcher submits three copies of the article, typed single sided, double spaced, on A4 paper, including footnotes, references, summaries, tables, and appendices. Margins are wide (2.5 cm or more) at top, bottom, and sides of the page. A diskette with the saved article is to be submitted, marked with the details of the software used to create the document.
9. The first page of the article must contain the title, the name of the researcher(s), the organisation, address, telephone and fax numbers (if applicable). To ensure complete secrecy in the process of refereeing, the name(s) of the researcher(s) must not be mentioned in the article body, or any indications given to reveal their identity. The author(s) is (are) allowed to express gratitude to the referees or others, who have contributed to improving the submitted article.
10. If the researcher has used a questionnaire, or other data collection instrument, then a full copy of that instrument must be presented, if not provided in the body or appendix of the research article.
11. All the pages are numbered serially, including those pages containing tables, figures, appendices, and references. The sections and subsidiary titles of the article should not be numbered, and the first part of the research is presented without a title.

12. Two abstracts of the research must be submitted, one in Arabic, and the other in English, with a limit of 200 words, containing the title of the research, but without the names of the researcher(s).
13. Tables and figures must be printed on a separate page, with double spacing between lines. Tables must be numbered, and labelled with an appropriate caption indicating content. Reference must be made to every table or figure, in the location in which it is found within the article.
14. Footnotes are not used for references; rather this must be done within the text, by mentioning the author and year of publication between brackets.

2.8.4.1.2 Access to journals at Kuwait University

Researchers at Kuwait University use two ways to access academic reference sources, whether local, regional or international refereed academic journals.

Regarding local refereed academic journals belonging to the faculties at Kuwait University, typically, these are available in full text hardcopy form in the libraries of University faculties. The researcher may borrow the issue that he seeks from the library of the academic faculty to which he belongs. In addition, the library provides researchers with copies on a monthly basis, and therefore the researcher, most likely, will receive a single free copy of every issue produced.

As for regional and international academic refereed journals, whether published in Arabic or English, the monthly issue of some of these is found in hardcopy form in the library, while others, i.e. international English academic journals, are available on CD. The library purchases a number of CDs from academic information providers, such as Science Direct, or international databases, such as ERIC. Typically, these are not up-to-date, i.e. they relate to previous years. These are borrowed by researchers, who are able to browse and search them, by journal title or topic, on their desktop computers. In general, academic and research articles within search engines, such as Science Direct, or ERIC, are usually for previous years, and can be found on the CD. The reason why regional and international academic journals are not widely available in university libraries, is that Kuwait University does not have computers connected to databases via the Internet, through which researchers may access the latest published research in regional and international academic journals. These are available by subscription to the international academic publishers, who make these available electronically, and

provide access through search engine portals. Therefore, sadly, current studies are not available electronically in the academic libraries of Kuwait University, despite the large number of researchers, and the relative lack of up-to-date journal references, especially in the English language, due to the absence of network connections at university libraries to international search engines that provide published articles on a continuous basis. In this case, the researcher is forced, if they wish to acquire the latest issue of a foreign academic journal, is to correspond with the journal on a personal basis, and provide a purchase request, either personally, or through the University management, which takes a long time, and prevents researchers from accessing the latest research published in their area of specialisation in Arabic or English. The only alternative is to use the CD provided at the faculty libraries, through which they may access previous years' articles.

2.8.4.2 Human Resource Administration: Academic appointments at Kuwait University

d) The process of appointment of University teachers according to Human Resource Administration (1999) requires that applicants must submit the relevant paperwork to the University Human Resources Administration which manages the affairs of academic staff and language teachers. This is tasked with all the administrative matters related to staff, whether appointments to academic jobs within the University, up to end of University service procedure. This takes place through the Contracts and Appointments Department, which in turn issues the official appointment decisions, and organises transfer of employment services to the University, renewal of contracts, visiting professorships, end of contract procedures, resignations, end of service, retirement, and transfer of employment to other bodies. This department coordinates with all the academic departments receiving applicants for academic posts within the different faculties. Appointments of applicants to academic jobs within Kuwait University take place according to the following procedures:

1. The applicant to the post of University teacher submits the required paperwork, including PhD certificate, curriculum vitae, academic experience certificates, and others, to the academic department in which they wish to work, and completes an application form provided by the Human Resources Department of the University. Each academic department in every faculty reviews the papers submitted by applicants, whether academic certificates or experience, as well as the application form. Following this, the appointments committee in the academic department

looks into the applications provided for the post. This committee is led by the Head of Department, who has responsibility for the academic, administrative, and financial affairs of the Department within the policies set out by the Faculty Council, and the Academic Board in the Department, bound by the procedures established by the University. Among these responsibilities is the timetabling of lectures, and distribution of workload among department staff members. These are presented to the Academic Board of the Department, formed of the head of Department, all the academic staff in the Department, and the Department Secretary, who is responsible for writing the minutes of the meetings in a special ledger detailing the activities of the Department, which is signed off by the head of Department. The Academic Board sets out the academic policy relating to staff timetabling, syllabus, training, annual research plan, training, consultancy, as well as proposed appointments plan, which is followed up by the appointments committee of the Department.

2. Moreover, the appointments committee may decide to appoint the applicant to both teaching and research duties, or only research, according to the needs of the Department. It is worth noting that applicants to the post of teacher within the academic departments, are given permanent contracts if they are Kuwaiti citizens, whereas applicants of other nationalities are only appointed on temporary contract. This is almost the norm at the University, given the University's need for academics of Kuwaiti nationality, and to encourage Kuwaiti nationals to take up academic work within Kuwait University. It is also worth mentioning that according to Kuwait University statute, article 23 authorises the academic department to set appointment policy, renew contracts, and decide the procedure for applications to teaching posts (Kuwait University, 1966), according to the needs of the academic department, as deemed appropriate. Therefore, the academic department has authority to decide whether there is a need for a university teacher to take up work in teaching or research, or both.
3. After deciding whether to reject or accept the individual applications, these are sent to the University Human Resources Department, which in turn will inform applicants to the post with the results of their application. Where an applicant is accepted, they are provided with notice to start work, after such a notice is issued, the Human Resources Department issues the decision to appoint the staff member on behalf of the Rector of Kuwait University. In case of transfer of employment

from another body, the University must also secure the agreement of the previous employer before issuing the decision to appoint on behalf of the University Rector.

2.8.4.3 Centre for Information Systems

Kuwait University Centre for Information Systems (KUCIS), initially established as Kuwait University Computer Services (KUCS) in 1971, is a vital technology nerve that oversees institutional computer resources and operations throughout various faculties, departments and work centres. In addition, KUCIS also forms the virtual backbone of the Student Information System (SIS), the Financial System and the Administrative System. In 1992, a major venture facilitated connectivity of KUCIS network, linking various campus sites, colleges and departments with the establishment of the Communication Department. Five years later, in 1997, a new strategy for information advancement led to the application of Oracle-based finance, administrative and purchase systems. In 2000, the implementation of a new Student Information System was initiated, Internet services were provided to faculty, staff and students, and network security assured. The Centre is committed to rendering the much needed technology and consultative support and quality services for wide-ranging institutional academic, scientific and administrative functions through state-of-the-art facilities and resources, advancing institutional potential and capabilities towards automated, web-based and e-systems.

2.8.4.4 Language Centre

The Language Centre was established in the year 1973/74 for the requisite teaching of foreign languages at the University. These courses are integral to various academic majors, and constitute the institutional requirement for graduation. The Centre develops the foreign language programs, organises their university-wide teaching, establishes requisite language units in all faculties, and ensures application of the latest teaching methodologies. The foreign languages program is implemented in close coordination with the academic departments, and the centre offers consultation in designing and teaching foreign languages curricula. Cooperation is also maintained with ministries and government bodies, as regards consultations and teaching materials, and in implementing the foreign languages programme.

The centre maintains close links with international and regional academic centres and universities offering quality language programmes and facilities, in addition to

developing tests and evaluation procedures. Multimedia technology is widely used in teaching practice, and the centre continuously endeavours to evolve innovative language admission tests, especially in English. In ensuring best learning advantage to students, the Centre hires qualified teaching staff, and periodically conducts specialised workshops in English, French and Arabic monitoring latest developments in the sphere of languages.

2.8.4.5 Centre for Evaluation and Measurement

The Centre for Evaluation & Measurement (CEM) is a unique entity; the first of its kind in the Arab World. It was established in 1977 to enhance the quality of teaching at Kuwait University. This objective defines the critical role that the centre plays in directing the teaching process at Kuwait University. The centre enjoys accreditation by a number of American educational institutions and corporations for administering their tests, such as the Educational Testing Service, Princeton, New Jersey, which offers many tests necessary for admission to American Universities, the Institute of Chartered Financial Analysts (CFA), University of Virginia, Charlottesville and Applied Measurement Professionals, Lenexa, Kansas. The centre conducts various studies for evaluating programs and performance in collaboration with institutional faculties, departments and other institutions, while offering expert advice on implementing projects, organising Academic Aptitude tests in English, Chemistry and Mathematics, and facilitating professional enhancement through training, seminars and workshops, while supervising the administration of some international tests for graduate students, such as TOEFL, TSE, GRE, SAT, CFA, NCA, in collaboration with international organisations, and piloting experimental studies on the use of online testing, in addition to developing faculty evaluation sheets.

2.8.4.6 Decision Support Centre

The Decision Support Centre was established by Presidential decree, dated March 24, 1998, and is affiliated to the Office of the Vice Chancellor for Academic Affairs. The Centre is primarily concerned with special research and studies for the President's Office, and maintains vital information on technology and trends, including the programmes implemented. These functions necessitate the development of automated systems for major organisational institutional entities.

The Centre generates the university academic calendar and student catalogue, maintains data records on student registration, staff, promotion and appointments, and documents latest rules and regulations.

2.8.4.7 Centre for Gulf and Arabian Peninsula Studies (CGAPS)

The Centre for Gulf and Arabian Peninsula Studies was established in 1994 to provide an active forum on Gulf and Arabian Peninsula peoples' expectations and ambitions. The Centre is primarily responsible for promoting awareness of current events, problems and dangers facing the Peninsula, and encourages better understanding of neighbouring countries through studies, surveys, analyses, recordings and documentation. It also serves as a major resource centre for vital historical records, and disseminates vital information on peninsular developments, while maintaining archives and databases, as well as conducting surveys. The Centre closely coordinates with geographers, historians, analysts and experts concerned with Peninsula studies and trends, in addition to maintaining vital links with scientists, commentators and advisors on regional developments in the Arabian Peninsula.

2.8.4.8 Centre for Strategic & Futuristic Studies (CSFS)

The Centre for Strategic and Futuristic Studies was established in 2000, to serve as an independent Kuwaiti think-tank, affiliated to Kuwait University. The Centre's major focus is on significant developments and current strategic issues related to Kuwait, the Gulf Region, and the Middle East, in response to emerging regional and global concerns, and developments. It primarily endeavours to promote awareness and encourages debate on sensitive issues, in addition to organising discussions on strategic concerns, such as East/West discussions, the situation in Iraq, the Arab-Israeli conflict, effects of globalisation on the region, and Arab democratisation and good governance (including matters of transparency and accountability), etc. The Centre also analyses opinions and commentary on emerging regional and global concerns and generates a weekly Arab Digest news service based on Arab media analysis. Moreover, its major focus is on cross-cultural issues and regional and global concerns. The Centre coordinates with major national, regional and international think tanks and policymakers, apart from maintaining interactive linkages with historians, analysts and commentators in regional and global development, planners and decision-makers, and monitors Arab and regional trends.

2.8.4.9 Academic Publications Council (APC)

The Academic Publication Council was established in 1986 for developing Kuwait University scientific journals, and sustaining high quality standards through relevant strategies, plans and programmes. The council publishes nine scientific journals, documenting academic output, and research papers in various specialisations and sciences. The Council is responsible for the scientific, administrative and financial affairs of the journals released by Kuwait University, including the production of academic materials and text books, applying advanced technologies and editing standards, besides overseeing their distribution through a well-established system.

It also maintains an interactive linkage with management of international journals, academic and scientific institutions, libraries and databases, and oversees matters concerning the journals marketing and subscriptions. It is also responsible for the Arabisation and Publication Committee. Presently, a distinctive move has led to the generation of journals in electronic format, with several already transferred on the APC website to facilitate wider access.

2.8.4.10 Department of Cultural Relations

The Department of Cultural Relations was established in 1968 under the administrative authority of the institutional General Secretariat. The department is responsible for matters concerning scholarships, academic conferences, academic leave, visiting professors, educational exchange and fellowships. In 1973, it was reconstituted as the Department of Supervision of Cultural Relations. Two years later, it regained its original identity as the Department of Cultural Relations, and was brought within the domain of the Office of the Vice Chancellor for Academic Affairs. The department is primarily responsible for scholarships and cultural affairs, and deals with matters concerning Master's and doctoral students scholarship for advanced studies abroad. It also oversees faculty members academic missions, conferences and visiting professors, in addition to facilitating educational and cultural exchange between Kuwait University and other Arab and foreign universities.

2.8.4.11 Centre for Community Services and Continuing Education

The Centre for Community Services and Continuing Education was established in 1976/77 to meet wide-ranging needs of the Kuwaiti society for specialised training, skills and knowledge to enhance their capabilities and competence. The Centre endeavours towards comprehensive development of the society in fulfilment of its

mission, addresses problems, caters to public and private sectors clientele, undertakes research, provides consultative services, and presents the image of Kuwaiti society for visiting delegates.

The Centre perpetually endeavours to spread cultural, social and economic awareness at all levels of the Kuwaiti society, moulding attitudes, enhancing knowledge and skills in technical fields to improve people's competence, in addition to supporting national development plans through explicit strategy, programs and training regimens.

The training programmes are carefully evolved, incorporating latest methodology and trends, and are tailored to the needs of society, through courses, content, and technology. Special programmes are also available for families, children, youth and the elderly, while conferences and seminars are periodically organised for the benefit of institutions, participants and the public. The centre also institutes new services and programs from time to time in response to emerging needs and priorities, and actively coordinates with similar centres and institutions in Kuwait and the Arab countries. Facilities for evening courses are also available, to meet diverse demands for varied courses and training, while voluntary work is encouraged to facilitate learners and learning habits. The Centre also organises lectures focused on such vital issues as graduates and labour market needs, emphasising the need for skills development in response to market demands. The Centre is the permanent headquarters of the Committee of Deans of the Centres for Community Service and Continuing Education in Arab Gulf countries, holding regular meetings, and releasing periodic publications. For all practical purposes, the Centre for Community Services and Continuing Education is the vital conduit linking Kuwait University with the wider society, while endeavouring to serve the society through its wide-ranging programmes, ensuring continuous development in response to emerging needs and demands.

2.8.4.12 Centre for Distant Learning

The Centre for Distant Learning was established in the year 2002, to simulate e-learning at the University of Kuwait. Being integral to the Office of the Vice Chancellor for Academic Support Services, the Centre is primarily responsible for facilitating the learning process through advanced interactive technologies that could empower the university with e-capabilities in the transmission of higher education programmes, thus providing the advantage of remote learning to the students through e-communication, multimedia and e-conferencing. The Centre has already made

significant headway in developing programmes, establishing classes, networking labs and linking faculties and facilities for a smooth transition to e-learning with requisite technical and technology support. The Centre closely monitors technical and academic developments in the sphere of distant learning systems, following developmental trends in some of the distinguished and world renowned institutions regionally, internationally and in the Gulf Cooperation Council Countries, to model a system that is receptive to developmental and the emerging challenges in the sphere of higher education. For this purpose, the Distant Learning Centre at Kuwait University shares cooperation and coordination links with distinguished higher education institutions worldwide. The distant learning process at Kuwait University has already resulted in the successful transmission of courses at various University locations, starting with three courses in 2001/02 to 11 in the second semester of 2002/03, and 4 in the first semester of 2003/04. The Distant Learning Centre at Khaldiya is fully operational in organising symposiums, lectures, and e-conferences with higher education institutions regionally and internationally in response to the needs of the scientific faculties. The faculties of Engineering and Petroleum, Sharia, Medicine and Social Sciences are developing programs in e-learning, and the exchange of information and expertise with international centres is an ongoing process of this mission to provide quality education through the e-learning process. Presently, the Centre hosts the Committee of Distant Learning Centres in higher education universities and institutions in the GCCC, with the Vice- chancellor for Academic Support Services designated as its coordinator. The Centre is building its links with internationally renowned universities and institutions, participating in regional and international conferences on distant learning, while sharing Kuwait University's experiences on the distant learning experiment, the process that is set for wider expansions, development and advancement in the years ahead.

2.9 Private Higher Education 2000-Present (Ministry of Higher Education, 2006)

The growing numbers of private universities and colleges in Kuwait has been growing as a response of the development of education in the globe economy. It appeared as a result of expansion of various field of sciences in higher education in Kuwait. The Ministry of Higher Education, which was established in 1988 consists of two higher education councils for public and private higher education institutes under supervision of the Ministry of Higher Education, in coordination with the Ministry of Education.

The Private Universities Council is a government institution chaired by a Minister of Higher Education, and membership of 8 experts, specialising in high education, but having no direct or indirect contribution to any educational institution throughout the period of their membership. Such members are appointed by order of the Council of Ministers, upon presentation by the Minister of High Education. Their appointment period shall be for three years renewable for a similar term.

The Private Universities Council ensures conformity with all rules and stipulations for licensing private educational institutions. In particular, it undertakes to do the following:

1. Examine applications for founding private educational institutions.
2. Determine accreditation requirements for private educational institutions, accredit their educational programs, and review their performance to ensure commitment to the provisions of their founding decree.
3. Approve standards and conditions that need to be complied with by academic programmes at any private educational institution; and reconsider those standards and conditions whenever the need to do so should arise.
4. Accredit certificates granted by private educational institutions and equate them based on the relevant rules and criteria.
5. Debate whether to suspend or cancel the activities of private educational institutions, or even merge them.
6. Look into any other matter referred by the Minister.

2.9.1 Gulf University of Science and Technology (GUST)

The Gulf University of Science and Technology (GUST) is a private university. It was established in Kuwait by Amiri Decree No. 156 in 2002. The University is accredited by the Kuwait Ministry of Higher Education and has established cooperative ties with the University of Missouri-St. Louis (UMSL), USA.

The essence underlying the foundation of GUST revolves around a combination of world class instruction, infrastructure and management with the aim to offer the highest academic quality and spirit of excellence as a reflection of its cherished objectives.

The university offers a BA degree in three main programmes: Art (English Literature), Science (Computer Sciences) and Business Administration (Accounting, Business Management and Information Systems). The GUST degree programmes and philosophy is modelled on that of UMSL, and includes a strong general education component combined with specialised education in the various degree disciplines.

As the first private university in Kuwait, GUST is responding to the growing need for a western style education that is available in the Kuwaiti Islamic cultural setting. As a responsible member of the community, GUST is committed to ensuring that education and learning is a key priority of the university, and that all effort is made to ensure that students are able to succeed in their educational endeavours.

2.9.2 The American University of Kuwait (AUK)

The American University of Kuwait (AUK) is an independent, private and a liberal arts institution, based on the American model of higher education, established in 2003. The mission of the University is to provide students with knowledge, self-awareness, and personal growth experiences that can enhance critical thinking, effective communication, and respect for diversity. AUK seeks to create leaders and life-long learners who aspire to the highest standards of moral and ethical responsibility in their societies. The University offers three degree programmes, namely a Bachelor of Art and Sciences, BA of Business Management and Engineering, as well as opportunities for double majors, minors and alternatives in a variety of disciplines.

2.9.3 Kuwait-Maastricht Business School (KMBS)

Kuwait-Maastricht Business School (KMBS) is the counterpart in Kuwait of Maastricht School of Management (MSM), Netherlands. KMBS was licensed by the Council for Private Universities in February 2003, and Amiri Decree No. 140 (2003). KMBS aims to bring superior quality educational facilities to Kuwait, in collaboration with an internationally-recognised institution, i.e. MSM. KMBS also aspires to be the 'centre of excellence' and regional leader in professional post-graduate management education. It provides a unique and stimulating environment in which the participants' knowledge and skills are enhanced outside, as well as inside the lecture room. KMBS offers a Masters degree in its MBA (General & Strategic Management) programme.

2.9.4 Gulf American College (GAC)

Gulf American college was established in 2003. It is a private, independent college offering a BA degree in Information Technology. The mission of the college is to fulfil the need in the Kuwaiti workplace and job market for persons with a high quality technical and applied education.

2.9.5 Arab Open University (AOU)

Arab Open University was established in 2002. It is an Arab development project, which aims mainly to provide a maximum and high quality of education for Arab citizens. The mission of the University is to provide an opportunity for the Arab citizen to contribute to the needs of the Arab job market, provide professional resources for the workforce to deal with modern technology and the needs of the global economy, provide alternative and continuing education for Arab women and citizens living in urban cities, and to prepare and conduct academic research and university activities in such ways as to promote development projects in the Arab world. The Arab Open University offers a BA degree in English Literature, Primary Education, and Higher Diplomas in Education, Business Management, and Computer and Information Systems.

2.9.6 Box-Hill College for Women (BHC)

Box-Hill College for Women, a branch of Box-Hill College in Australia, was established in 2004. It is private and independent college for women only. The College aims to enrich the movement of thought and training in Kuwaiti society to close the gap between men and women in the job market in both the employment and academic fields. In addition, providing academic consultancy to solve the problems of Kuwaiti society. The college offers BA degrees in Business Administration, Information Systems and Information Management and Applied Sciences.

2.9.7 College of Aviation Technology (CAT)

College of Aviation technology is a private and independent college which was established in 2005. The College grants a Diploma degree in Engineering and Aviation Technology working in partnership with Perth College and Air Service Training in Scotland. It is first College in the Middle East for an extensive range of higher education programs, ranging from Higher National Certificate to Bachelor degree. The college is working to serve the needs and problems of business, industry and the community and works closely with others to transfer knowledge through partnerships and consultancies.

2.9.8 The Australian College of Kuwait

The Australian College of was established in 2000 to provide internationally-recognised, and –accredited, vocational education and training to the maritime, engineering and management sectors.

The College is a Kuwaiti-owned business, which uses Australian managers and instructors and operates in partnership with a number of Australian universities and technical institutes to provide world-class vocational education in Kuwait. The Australian College of Kuwait has partnerships with the Australian Maritime College (AMC), the Institute of Technical and Further Education in Tasmania, The Central Technical and Further Education College in Perth, and the University of Southern Queensland.

CHAPTER 3. LITERATURE REVIEW: ACADEMIC FREEDOM AT KUWAIT UNIVERSITY

3.1 Academic Freedom and the Search for a Proper Definition

From the first instant, some might think that the terminology of academic freedom is easily defined or understood at international or local level, while the truth is that the concept of academic freedom is not very easy to define or understand.

Undoubtedly, academic freedom is a complex idea that cannot be understood from one perspective or within a unified context. In this respect, Altbach (2001a, p.206) states:

“Academic freedom seems a simple concept, and in essence it is, but also, difficult to define.”

Several attempts by government and non-government organisations around the world established a unified and comprehensive concept of academic freedom. This can be used as an international reference to be applied in different institutions within different societies, especially with increasing suppression of academic freedom at local and international levels. Most of these definitions are based on the international declarations of human rights, especially the right to education and other political and civil rights (Omlil, 1994). For example, the World University Service (WUS), a non-governmental international organisation that is concerned with the relationship between education and human rights, established an international declaration of academic freedom called the Lima Declaration of Academic Freedom in 1988. Historically, according to Fernando (1989), the idea of the Lima Declaration of Academic Freedom emerged from the discussion workshop on academic solidarity and cooperation programmes held in Nantes in 1984, where the WUS was given responsibility to form a special commission. Then, the commission, after organising international workshops in Madrid in 1986, was asked to propose a draft for a new declaration, due to the lack of international human rights instruments in the field of higher education, which covered academic freedom and autonomy. Therefore, the declaration was developed and formulated several times. The first draft was written in January 1987, and the Commission followed a complex process to discuss, test and consult with WUS committees at national and regional level. The draft was revised three times before final formulation, and circulated to over fifty specialist organisations for comments and suggestions before it was approved by the WUS at an international General Assembly in September 1988. The importance of the Lima Declaration is that it guided the higher

education community in understanding the meaning of academic freedom, as well as fulfilling the human rights principles in the field of education after academic freedom and autonomy had been undermined, restricted or suppressed during the past two decades, and with the increasing violation of the human rights of teachers, students and researchers by socio-political systems throughout the globe. The Lima Declaration of Academic Freedom cited in Fernando (1989, p.50) defined academic freedom as:

“Freedom of members of an academic community individually or collectively in pursuit, development and transmission of knowledge, production, creation, lecturing and writing.”

So, it is the freedom of the whole academic community, including academic staff members, students and employees.

On the other hand, by looking at the definition given in the Lima Declaration, it can be seen that it is very broad and cannot be accepted without justification in different societies. The reason is that in reality it is difficult to unify a one-stranded and general definition for academic freedom without considering the relation between the nature of cultural society, and how cultural factors, such as political, social and economic systems, have an effect on developing a different understanding of academic freedom in each society. In this sense, (Omlil, 1994, p.17) states that:

“It is very difficult to deal with the issue of academic freedom in isolation from the nature of political system and the freedom that exists in any society... Another problem is that it is not necessarily the political system which hinders the academic freedom but also, the society and there are lots of incidents”.

The idea of the Lima declaration cannot be accepted easily without justification, whether it is going to be applicable to an academic community varying from one society to another in different countries. In this sense, Fernando (1989, p.50) states:

“There have been commendable attempts by university community challenges emerging from the erosion of academic freedom. However, many attempts face un anticipation problems without having a clear concept of academic freedom, its various dimensions and implications.”

Social, cultural and political factors play an internal role in reshaping the concepts of academic freedom at the national level, and the idea varies from one society to another. According to Almaani, President of Jordan University, cited in Thomure (2001, p.49):

“The concept of academic freedom cannot be interpreted in its absolute meaning, because it does not exist in this form, even in highly developed societies. In other words, academic freedom is subjected, in all cases, to the prevalent social and cultural tradition, norms and practices which characterise a certain society ...”

It is true that this definition provides in large part for the hopes and goals to establish a foundation and base for its principles in our countries. However, this declaration missed representing the culture, traditions, and beliefs of different cultures, and did not take these into consideration.

Therefore, the definition of academic freedom cannot be independent from the cultural experiences of the societies, in which the definition is to be applied, as this study will attempt to illustrate in the following examples:

3.2 Understanding Academic Freedom and Society's Culture

The following examples seek to illustrate how the culture of different societies brings a different understanding to the meaning of the concept of academic freedom.

3.2.1 Example of society's culture and academic freedom: Sudan

For example, in the African region, the Republic of Sudan is divided politically between Arab-Islamic in the north, and Christian and animist in the south. However, the north has controlled most of the seats in government after independence, and has complete domination over the southern part of Sudan, politically and economically. This has led to a distinguishable deterioration in the social and economic aspects of the southern Sudanese area, and led to civil wars within the country between the political opponents. The civil war led to a military coup by the National Islamic Front (NIF) in 1989, and resulted in the formation of a Revolutionary Command for the National Front for National Salvation that controls the state in every aspect of life. Since then, Sudan has had no official constitution since the military abrogated all rights and freedoms, by suspending the 1985 transitional constitution. Therefore, freedom of expression and political participation is banned in Sudan, and only NIF-sponsored associations are allowed to operate. This action led to the violation of academic freedom in Sudanese universities. Since 1990, the government has had complete authority to interfere with the university system. As a result, the government prohibited

the manifestation of any opinions or policy without the approval and authorisation of the National Salvation Revolution (NSR) government (Hammad, 1995). The government established a new higher education regulatory act, which stipulated that any form of academic activity related to academic freedom must only reflect the interpretation of academic freedom contained within the policies of the political authority, and universities had no right to formulate any definition for academic freedom on their own.

3.2.2 Example of society's culture and academic freedom: Kenya

Another example is Kenya, where according to Onyango and Fouilloux (1996), formal education was established with the arrival of colonialism in the nineteenth century. The main aim was to produce technicians and a support body for the colonial masters. Moreover, education did not go beyond secondary school. During the struggle for independence, the freedom fighters made a number of promises, among them free education. After attaining independence in 1963, the new government indeed achieved this promise by providing free education, and other social services to all citizens at all levels of the education system. Therefore, there was rapid and extensive growth of the education sector after independence. Also, the right to education was not only enhanced, but also respected. Some years after independence, there were obstacles to maintaining free education for all levels in Kenya. Fees were introduced and became a determining factor in the educational rights of the individual, from nursery school to university. In addition, government not only broke its promise to provide free education, but also went against the constitution of the Republic of Kenya. In article No. (87), all workers, without distinction, have the right to establish and join organisations of their own choosing. Yet government control of the education system, including the higher education system violated this. This appears in the control over the basic elements of academic freedom for faculty members in their universities, such as what is being taught, who is teaching, and how it is being taught. In this way, the government could suppress any idea of opposition towards its authority, and at the same time handle the role of the universities in teaching and research. This situation affects the ways in which academic freedom is understood and exercised within all higher education institutions in Kenya. Onyango and Fouilloux (1996) explain that in 1980, President Daniel Arap Moi announced that some academic staff in the University Staff Union (USU) had been banned for engaging in political discussion, and also, announced that any academics who were not teaching what the political authority

regarded as the right material were to be detained or dismissed from the university. As a result, many conflicts occurred between the government and the academic community, since academic freedom was controlled by the political authority rather than the academic community. Therefore, control of academic freedom in Kenya by the political authority caused many violations of academic freedom in different higher institutions in Kenya, even though the constitution protected the freedom of association.

The idea of academic freedom in Kenya upheld only the view of the government's political ideology. Therefore, the understanding of academic freedom within Kenyan academic institutions is subject to, and follows and reflects the power of the political authority's directions more than anything else. This situation created tension between the institutions or individual academics, and the government, which makes the understanding of academic freedom more difficult to be implemented by the academic community. It is clear that in the case of Kenya, the power of the political government formulated the understanding of academic freedom in teaching and learning. This means that the freedom of expression, transfer and exchange of knowledge is under the strict control and censorship of the government power.

3.2.3 Example of society's culture and academic freedom: Jordan

In the Middle East region, in Jordan, the government has a parliamentary system with a constitutional hereditary monarchy. The constitution of Jordan made the members of parliament legally responsible for administering the country's affairs. The constitution of Jordan in article No. (29) in 1978, gives the universities full autonomy to run and manage their academic and financial affairs individually (Omlil, 1994). This article gives each university an opportunity to create its own definition of academic freedom. For instance, the definition of academic freedom for Jordan University is found in article No. (18) of 1984. This explains that the freedom of academic staff members in Jordan university includes the freedom of thinking and expression, the freedom of publishing, exchange, and transmitting knowledge related to different university subjects, and university activities within the regulations, or university instructions; other universities, like Al-Yarmok University have a similar definition (Omlil, 1994). In Jordan, the general idea of academic freedom is formulated by individual universities independently, according to the Jordanian constitution, which makes it

clear that each university has full responsibility to manage its affairs, which includes academic freedom within state policy.

3.2.4 Example of society's culture and academic freedom: the United States

Another example from the Western region is the United States. The understanding of academic freedom in the United States developed through several processes, but mainly brought from the German model in the early conception of academic freedom, which played a major role in forming the modern notion of academic freedom in the United States. The German concept of academic freedom at the beginning of the 19th century was research-based and oriented by the idea of Alexander von Humboldt (Risbey, 2002). His idea of academic freedom has two fundamental concepts: '*Lehrfreiheit*' and '*Lernfreiheit*', freedom to teach and to learn (Altbach, 2001a). According to the German model, professors had freedom to research and express their findings through publication or teaching within the university, but not outside. Also, professors did not have the privilege to participate in political or social service outside the university.

The concept of academic freedom witnessed further development during the twentieth century, with the American Association of University Professors (AAUP) and the Association of American Colleges (AAC) producing a statement on academic freedom and tenure in 1940. This became a popular notion for academic freedom and intellectual liberty for individual academics in higher education institutions in the United States (Poch, 1993). It specifically outlines the main principles of academic freedom that gives university teachers the freedom to teach, research, publish, and speak extramurally. Poch (1993) points out that the authors of the 1940 statement assert that each freedom has attendant responsibilities. He explains that this statement serves as a reference point for faculty members in regard to academic freedom. Much of this definition is based upon constitutional rights, and particularly the First Amendment protections of free speech. Accordingly, the constitution was examined, and gives professors freedom to teach in the classroom, and conduct research. For example, in teaching, academic freedom is determined by the courses taught, which are directly related to the faculty member's discipline, while in respect of research, academic freedom is associated with the qualifications the faculty member possesses. In regard to funded research, prior approval of the institution where the faculty member works is required. The limits of his/her freedom of expression outside the institution depend

upon his contribution as an effective member of society, who expresses his/her opinions, and in so doing, assumes full responsibility as a citizen as well as an academic. This entails respect for others, while the views of an academic do not necessarily reflect or represent the views and opinions of the institution where he/she is employed. Also, the freedom of expression for professors is protected, in this definition through the American constitution, which gives professors the freedom of expression as citizens.

The definition of academic freedom provided in the statement above grants this freedom to faculty members in the fields of teaching and research inside the university, as well as the freedom of speech and expression in their society. Accordingly, their freedom is not solely confined to the boundaries of the university where they belong, as was the case with the German model; rather, it also occurs outside the university, especially since faculty members are also members of American civil society, in which they live, enjoying all the civil rights and liberties inside and outside the university in a democratic society, as academics and citizens at the same time.

The understanding of academic freedom in the United States makes for clear evidence that academic freedom is not absolute or conclusive. Rather, academic freedom is governed by certain norms and rules, which shape the way in which the idea of academic freedom that exists in such society is defined.

It is clear now that the understanding of academic freedom differs from one society to another, and cannot have an absolute or standard unified definition, in which it can be applied to any given society.

In addition, the understanding of academic freedom may differ not only from the cultural situation that shaped the way academic freedom is understood and defined in each society. Rather, these differences can be found among individual academic scholars, in their variations in understanding the idea of academic freedom. This is why the international Lima Declaration of Academic Freedom also failed to adequately explain its definition, and convey its meaning to individual academics. In essence, academic freedom in the Lima declaration was defined by a group of scholars, who came from certain countries, regions, and backgrounds, to unify the concept of

academic freedom in one international definition, which in reality contains several ideas for individual academic scholars in different regions of the world.

3.2.5 Example of society's culture and academic freedom: the United Kingdom

3.2.5.1 The Definition of Academic Freedom and the Educational Reform Act 1988

Academic freedom is a concept that has been considered in detail while applied to many areas of education. Some theorists have expressed the importance of developing a clear definition, while others claim that there is little point (or that it is even impossible) in forcing this (Palfreyman, 2007; Karran, 2007; Karran, 2009a). Although legislation, such as the UK 1988 Education Reform Act (ERA) and the Higher Education Act 2004, have applied principles of academic freedom in manners, which serve to protect legal rights and general freedom, such pieces of legislation can only begin to influence overall operations in an academic institution. Despite being a challenging notion to define in detail, attempts at definitions are thereby used in the formal consideration and strategic development of academics. Meanwhile, many academic institutions expressly consider academic freedom to be important in terms of the quest for information, expanding the knowledge base in any area, allowing this information to be freely accessible, and within the specific internal functions of the university (including teaching, scholarship, and research) (Palfreyman, 2007). Here, the crucial aspects of the concept have direct relationships with politics, social process, law, and more, while all of these areas therefore have a direct impact on the obligations and actions of any people involved. ERA first formally applied these areas to legislation, while research and development in academic freedom has since generally occurred as purely theoretical and social concepts.

Moreover, ERA gave rise to a formal consideration of academic freedom, and this has been applied to required elements of operation as well as more sophisticated theoretical developments. Palfreyman (2007) describes the basic relationship of academic freedom with essential elements of an academic institution, stating:

“academic members of the community are entitled, regardless of prescribed doctrine, to freedom in carrying out research and in publishing the results thereof, freedom of teaching and of discussion, freedom to criticise the university and the faculty association, and freedom from institutional censorship. Academic freedom does not require neutrality on the part of the individual. Rather, academic freedom makes commitment possible. Academic freedom carries with it the duty to use that freedom in a manner consistent with

the scholarly obligation to base research and teaching on an honest search for knowledge” (p. 2)

In any case, it is apparent that academic freedom plays a key role in processes within the institution. With this, faculty members and students are entitled to full legal rights, amid the social and politic obligations of academic freedom (Karran, 2009b; Karran, 2009d). While the legislation and processes governing academic freedom and operation within an academic institution are generally mindful of academic freedom as a concept, some pieces of legislation have dealt specifically with principles of academic freedom; such legislation is therefore regarded as central to the existence and relationships of academic freedom within institutions. ERA, despite having been initially created to remove tenure, established a clause for academic freedom, which has since become the basis for ensuring its presence in teaching, scholarships, and research.

Considering law, politics, and social and cultural elements more specifically, faculty members are protected from the university in any potential attempt for it to penalise members for exercising their legal rights. Meanwhile, both the employee and organisation cannot play any role in violating or restricting any element associated with citizen rights or academic freedom for any member of the defined scope of the institution (Tight, 1988; Russell, 1993; Pritchard, 1998). ERA served to protect faculty members in the event termination was threatened for any unjust political or social reasons; however, it is the only formal protection of general academic freedom (Karran, 2009c; Palfreyman, 2007). One specific component of ERA, s202(2)(a), refers to a duty:

“to ensure that academic staff have freedom within the law to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their jobs or privileges they may have at their institutions” (Palfreyman, 2007, p. 8).

Meanwhile, another piece of legislation (s32(2) of the Higher Education Act 2004), supports these notions of academic freedom through assuring institutions’ rights to determine the criteria for courses and teaching; legislation, thus creates a viable support for academic freedom in operation, although it is up to the faculty members to ensure that academic freedom is defined, understood, and properly observed across all operations, courses, and culture (Karran, 2007; Pritchard, 1998; Farrington and Palfreyman, 2006).

3.2.5.2 Influence of Definition of Academic Freedom in Academic Practices

ERA, and its formal regard for academic freedom, has been a catalyst for key areas within operating academic institutions. Both legislation and theoretical developments have influenced the nature of academic freedom in practice, and the definition of academic freedom has therefore been central to this influence and development. As mentioned in the previous section, although the support of academic freedom in formal legislation is not largely integrated in multiple pieces of legislation while defined in thorough detail, the formal support exists in legislation, while thereby creating a foundation for consideration and application. Nations, such as the United States (US) and United Kingdom (UK), have placed substantial effort into properly defining and applying the concepts of academic freedom, and academic freedom has thus become an important element of internal policy within any accredited academic institution. Academic freedom, in this respect, is typically regarded as a contractual right, protection against certain actions, as defined in ERA, and the freedom to develop coursework under known department stipulations (Standler, 2000). In terms of higher authorities within the institution, key department figures, and other individuals having some part in development or external affairs, academic freedom has a greater influence on the nature of teaching stipulations, research, and self-governance (Karran, 2009d). These areas then form the structure of institutional policies which are observed by faculty and integrated into curricula. The assumed purpose for this influence is the enabling of assuming roles and participating in education (in optimised accordance with existing standards).

As mentioned, the three primary areas that are influenced by ERA, and the definition of academic freedom, are teaching, research, and self-governance. In terms of teaching, academic freedom is extended to faculty members for the purposes of defining and teaching subject matter in curricula (considering appropriateness, accuracy, recentness, an absence of bias for any possible reason), for purposes of selecting employees fit to teach (stating individuals selected for teaching be chosen following a lengthy and involved screening process), and other areas optimising freedom of development, while mindful of standards (Karran, 2009c). Meanwhile, this consideration of academic freedom has similarly affected research, as it has granted staff members a right to select topics and research methods (assuming these do not violate laws, ethics, policies, or other areas deemed essential to legislation, politics, and social or cultural issues). Moreover, academic freedom grants researchers freedom in collecting, compiling, and presenting data (Karran, 2009a; Karran, 2009c). Lastly, academic freedom has

impacted self-governance, as it has required that staff members retain their rights to express opinions regarding policies (without risk of reprimand) and have a role in decision making processes (Karran, 2007; Standler, 2000). Although the exact nature of observing academic freedom may vary, its observation in these general areas reveals its basic influence. According to Karran (2009c), how academic freedom is attained:

“will differ with national and institutional variations in the decision-making structures of universities. In universities where the Senate, comprising the academic teaching staff, is the sole deliberative and executive body, decisions will, perforce, require the support of the majority of academic staff” (p. 175).

3.2.5.3 Case Supporting Academic Freedom Definition

Academic freedom has been both successfully defined and applied to universities across the world, and this is wholly evident in the UK. Although this is evident in institutions throughout the UK, institutions founded in direct response to ERA, such as Leeds Metropolitan University (LMU) (2011), contain some of the examples of benefits of applied academic freedom. Numerous researchers and experts have commented on the definition of academic freedom and its integration with institutions, while growing theoretical developments continue to consider both actual and potential applications of this concept (Karran, 2009b). The initial successful definition and formal consideration through ERA formed the foundation of integration in UK institutions aside from LMU, while other nations considered the concept in similar but different manners. Barnett (1990) claimed the earlier definitions were effective, albeit uniform, while Moodie (1996) further supports the definition and applications to justifying processes and general consequentialism. Gerber (2001) later claimed that, although the definition alone is sufficient, improvements were needed so that the concept was fully considered in institutions.

While esteemed scholars not only support the definition of academic freedom, but assert its clear significance and role in any academic institution, UK institutions such as LMU (and educational authorities) continue to review and implement aspects of the concept as best they can (Stuller, 1998; Menand, 1996; Rajagopal, 2003; Akerlind and Kayrooz, 2003; Neave, 2002). One recent example of formal expansion of ERA's concepts lies in the aforementioned establishment and application in the Higher Education Act, while the European Union (2005) has taken this formal consideration a step farther by naming the concept in its legislation as well (Altbach, 2001; Schmelttekoph, 2000; Tierney, 2001). These examples of integrating academic freedom

into legislation, policies, and general cultural and social areas in the UK are especially significant in theory, uniqueness, and dedication in organisations, such as LMU. Compared to the UK, the US has chosen not to consider academic freedom in any comparably major piece of legislation, and thus the UK can be considered a leading example of ideology in this regard (Karran, 2009b; Karran, 2009d).

While academic freedom is predominantly a theoretical concept lacking a canonical definition, its idealistic principles have been meticulously defined and applied to UK legislation and academics so as to influence key processes for the sake of idealistic optimisation (Byrne, 2001). The importance of this, as considered in the influence of major processes in UK academic institutions, is clear in both fundamental areas and in potential associations. According to Karran (2009c):

“academic freedom is necessary as knowledge is created by challenging orthodox ideas and beliefs, which means that because of the nature of their work, academics are more naturally led in to conflict with governments and other seats of authority. Academics are responsible for many important scientific discoveries (in chemistry, medicine, etc.), and without their work, knowledge would not have advanced, and many benefits which people enjoy today would not be possible. To allow academics to challenge existing knowledge and create new ideas, they are granted academic freedom...unless their methods are found by qualified bodies within their own discipline to be clearly incompetent or contrary to professional ethics” (p. 191).

As mentioned, examples of applied academic freedom can be observed across the UK, and the UK has considered the concept in many aspects of law, policies, and general cultural or social relationships.

3.3 Understanding of Academic Freedom by Individual Academics

The difficulty in creating an absolute definition of academic freedom by individual academics comes from the wide range of scholars’ cultural background. This certainly contributes to different understanding of the concept depending on the ways in which these scholars define the concept. This is why the Lima Declaration of Academic Freedom has failed to represent individual academics. These variations between individual academic scholars indicate that academic freedom is not an absolute concept, and as a result its definition cannot be completely covered from one perspective or view, which makes the term, academic freedom, difficult to be captured in one standard definition.

For instance, several empirical studies in the literature examined different understandings of the concept of academic freedom in several countries in different fields of study; none of these studies appeared to reach absolute agreement on academic freedom as understood by individual scholars or by each culture. For instance, the qualitative study by Thomure (2001) aimed to examine the history, meanings, and practices of academic freedom at different Arab universities. She interviewed ten professors at different Arab universities, and asked them to define their understanding of academic freedom. The results indicated that most of them defined academic freedom in terms of rights of professors to teach, conduct research, and publish that research, regardless of their political, social, or ideological agreement or disagreement with those in power, while three interviewees defined academic freedom as not an absolute concept, and more universal than to follow a particular culture, and therefore cannot be encompassed.

Also, other research examined the meaning of individual academic freedom within the same field. For example, research carried out by Akerlind and Kayrooz (2003) sought to explore the meaning of academic freedom among different social sciences researchers at Australian universities. The findings of the study showed five different ways of understanding academic freedom; these are presented as follows:

Category 1: Academic freedom is seen as unlimited freedom for academics in academic activities they may engage in, such as teaching and researching without interference or fear of reprisals.

Category 2: academic freedom is understood within the areas of academic expertise and areas of enquiry, which are important for society, and/or areas of enquiry that are important for the academic discipline.

Category 3: in this category, the understanding of academic freedom incorporates the two previous categories, i.e. the absence of interference in academic activities and the setting of certain limits in the areas of non-interference. However, the limits of academic freedom are extended beyond the self-regulated to include some externally regulated criteria or constraints, such as the requirements to work within appropriate ethical guidelines in such research within the confines of public ethical constraints.

Category 4: in this category, academic freedom is seen as requiring not only the absence of interference, but also the provision of support for exercising academic

freedom; for example, providing funding, resources, and infrastructure necessary to enable appropriate academic activities.

Category 5: in this category, academic freedom includes the presence of an internal responsibility on the part of academics themselves. For example, academics' responsibility to exercise the freedom available to them, by participating in social debates and undertaking research and teaching appropriately, such as conducting research without interference or suppression from any authorities, or business or political organisation so that society can benefit from their contribution.

We argue that the presence of the five categories reported here consisting of a combination of different meanings of academic freedom among social scientists is due to the lack of clarity as to what academic freedom means, and consequently leading to different interpretations of academic freedom.

The importance of the study by Akerlind and Kayrooz (2003) consists in that it is one of few studies that attempted to elaborate the full range of meanings for academic freedom experienced among social scientists. It looked at academic freedom holistically, as exercised by different individuals in different situations and circumstances. In its endeavour to focus more closely on different interpretations of academic freedom, in which some areas are in focus more so than others. It may be argued that the study maintains that the concept of academic freedom still remains largely controversial, as evidenced by its findings, which revealed different definitions, which vary according to the practical, individual experiences of Australian sociologists. This is in accord with the argument invoked in this research, namely that there is no consensus on the concept of academic freedom.

Although the study pinpointed the different interpretations of academic freedom among sociologists, it did not tackle this concept from the perspective of academics in scientific and medical disciplines, in order to bring a comprehensive picture of academic freedom, which reflects the views and perceptions of all faculty members in Australian universities. Likewise, this will also help to see if there are any differences in the way the concept is perceived by different arts and science disciplines. This would have enriched and informed the study, which neglected this aspect. Another shortcoming of this study is its failure to offer recommendations that may indicate new horizons for further research on academic freedom. Such horizons will provide a basis for discussions that aim to identify a specific meaning of academic freedom in

Australian academic institutions. Instead, the study simply provides an account of various definitions of academic freedom among social scientists.

A study by Keith (1996) aimed to identify the attitudes of faculty members towards academic freedom in six private institutions in Southern California order to understand how academic freedom can be protected. The three research questions addressed in his study are as follows:

1. How do faculty members define academic freedom?
2. What do faculty members perceive to be the threats to, and protection of academic freedom?
3. How do faculty members' attitudes toward academic freedom vary by academic discipline, institution and tenure status?

The study adopted a qualitative research design, mainly using a structured interview format, which included 37 specific questions with a numerical rating on a scale from 1 (low) to 5 (high), indicating the degree of agreement with the importance of each item in the questions, and six open-ended questions about academic freedom, threats and protections. The study covered a sample of 89 faculty members in a total of six private institutions in Southern California, involving tenured and non-tenured faculty members in the academic disciplines of sociology, history, biology, and business in 1996. Faculty members were asked to numerically rate responses to 37 questions, and provide comments on each rating. The data were analysed, and the numerical responses to the 37 structured questions to identify any statistically significant differences between faculty groups, in terms of academic discipline, institutions, tenure status, gender and ethnicity using variation ANOVA, the t-Test, and content analysis applied to faculty definitions of academic freedom and its limits.

The findings of the study revealed that faculty members indicated that academic freedom was of fundamental value among all differences groups. They defined academic freedom as comprising the freedom to teach and research without external interference; the freedom to choose their own text and method of teaching; and the freedom to seek the truth and share their views. Also, the findings demonstrated faculty members' belief that academic freedom was limited according to their academic disciplines and professional duties, the harming of others, respect for the institutional mission, and using the classroom as a pulpit to convince students to accept faculty

members' views. These limits were self-imposed by faculty members rather than as a result of any external pressure or threat. The data also indicated that academic discipline was the most conspicuous factor that limited their academic freedom, due to the idea that faculty academic freedom is to teach or publish only by following the truth, which will be accepted or gain support of colleagues in his or her discipline.

On the other hand, the study found little threat to academic freedom and a moderate sense of protection on their campuses. The strongest threat was derived from churches or religious groups. Only one third of faculty members could recall any incident, which had raised academic freedom as a matter of concern. They were more confident in themselves as protectors of academic freedom; the highest mean rating of all protectors on the list turned out to be tenure, followed closely by the culture and traditions of the institution, and the administration, respectively.

Regarding the advantages of tenure, faculty members rated job security as more important than the protection of academic freedom. They agreed that untenured faculty members have much less academic freedom than tenured faculty members. They believed that academic freedom would be moderately well protected, if the tenure system were eliminated. Also, the data showed that there were few variations according to faculty members' attitude by academic discipline, tenure status, institutions, and gender. For example, variations between the history and business faculty members, and between history and biology faculty members, were both statically significant. Also, there were significant differences between tenured faculty members and non-tenured faculty, in terms of the protection of academic freedom, due to that fact that tenured faculty members felt more protected and influential in their academic fields, as well as tenured status. However, there were significant variations between institutions regarding the institutional culture and traditions in protection of academic freedom. Moreover, the variation in terms of gender, women had a mean rating of 4.68, which was higher than men with 4.23 in job security, because most women faculty members do not have tenured status, so they placed a higher value on it.

Based on the findings of the study, the following recommendations were presented:

1. Higher education institutions need to define faculty academic freedom inside the classroom, and the academic freedom pertaining to teaching methods, in order to develop the methods of teaching their courses. Institutions of higher education need to enhance the protection of academic freedom for untenured faculty members, who have

less academic freedom than tenured faculty members by contract, and this can guarantee academic freedom.

3. Since the mission of the religious institution has an impact on academic freedom, it should notify faculty members on these limits through the use of a “limitation clause”, so faculties can take this information into account when they appoint faculty members.

4. The position of faculty members vis-à-vis academic freedom has to be conducted in prominent private research institutes and government universities. In defining academic freedom, for example, research studies may yield results that differ from those concluded in this study, which will then lead to taking steps to protect academic freedom on campus.

Based on its findings, the study revealed that faculty members need a certain degree of job security, which academic freedom warrants them, with respect to teaching, especially concerning faculty members, who do not have a permanent academic position. However, the study did not show whether or not there is a difference in faculty members’ perceptions with regard to academic ranking, given the likelihood of difference in faculty members’ perceptions, as in the perceptions of professors and assistant professors. Moreover, the significance of the study lies in emphasising that academic freedom is a controversial concept lacking agreement among social scientists; as was stated at the beginning of the chapter, there is no absolute or unified definition of academic freedom by individual or groups of academics in different universities. The study stresses the need to apply similar research on academic freedom in public universities, as it views academic freedom as a concept that carries different implications in government universities. This is an important point that encourages further research in this direction at the level of public universities, to ascertain the degree of faculty members’ academic freedom.

Another defect in this study is its failure to provide a process of using faculty members’ viewpoints, in order to develop academic freedom in their respective institutions, and how this is linked to the wider society, with its particular cultural factors, i.e. political, social, etc, in which these universities exist. This constitutes a key element as it contributes in promoting faculty members’ academic freedom at the university they belong to, and so furnish appropriate solutions to issues jeopardising academic freedom in these universities. This is especially the case, if it is believed that the nature of

academic freedom varies from one university to another, from one place to another, and even from one individual to another.

Another study by Blanton (2005) was a descriptive one aimed at determining the differences in knowledge of academic freedom between full-time faculty members, who have permanent academic jobs and hold tenure position, adjunct faculty members who are part-time, and administrators, who are non-faculty and hold a leadership position at Maricopa County Community College (MCCCD) in Arizona State, the United States of America. The study also aimed to discover how each of these groups achieved their knowledge of academic freedom. The research questions posed in the study were as follows:

- 1- What knowledge do faculty members and administrators have regarding academic freedom in MCCCD?
- 2- What are the sources of knowledge for faculty members and administrators regarding academic freedom in the MCCCD district?

The study used a survey of quantitative questionnaire distributed electronically through an Access database and Visual Basic scripting, which resided on an MCCCD server in 2005. A random sample of 3,184 was taken from a total population of 4,588 of all groups, comprising 1,354 full-time faculty members (holding tenure positions), 1,738 adjunct faculty members (holding part-time jobs), and 92 administrators (all non-faculty leadership positions: Deans and Associate Deans) in MCCCD through an email list obtained from MCCCD. Sampling theory showed with 95% certainty that the sample is representative of the target population. The survey yielded 503 completed questionnaires as follows: 333 for full-time faculty members, 134 for adjunct faculty members, and 36 for administrators, representing 16% of the total population. On the other hand, the study was limited to the ten public colleges making up Maricopa County Community College.

The data was analysed using descriptive statistics, and frequency distribution to examine the respondent attitudes and opinions towards academic freedom, sources of academic freedom knowledge, and knowledge of academic freedom.

The results of the study showed that 85.46% of full-time faculty members, adjunct faculty members, and administrators agree that academic freedom is valued at their college, but 57.49% regard this to be less certain with respect to the district office. The

study explained that the reason is that there is a common belief that the employees at the district office do not understand or sustain the employees at the colleges. Also, over 98% of all three groups felt that academic freedom was important; however, only 76.62% of full-time faculty members, 54.14% of adjunct faculty members, and 55.89% of administrators felt that they were protected by it. These results indicate that the majority of faculty members and administrators, in general, felt protected by academic freedom. On the other hand, administrators showed that they had the highest level of confidence in understanding academic freedom, with 73.53%, followed by 65.59% of full-time faculty members and 43.18% of adjunct faculty members. The study argued that faculty members had less confidence regarding understanding academic freedom compared with administrators, because they teach in many different institutions, with different academic freedom policies, which makes them not quite as certain that they fully understand it. Also, the researcher argued that faculty members and administrators would have greater confidence in their understanding and knowledge regarding academic freedom, if policy provided a clear explanation of academic freedom.

The results also showed that all respondents from all groups did not reveal a specific source of knowledge with regard to academic freedom; less than half, i.e. 43.67%, of respondents in all groups could easily locate a copy of the institution's policy on academic freedom. The study explained this pattern as being due to difficulties in measuring academic freedom policy out of context, which seemed something negotiable, rather than established law among all groups, with informal discussion, and events cited as primary contributors to their knowledge of academic freedom.

Variables such as faculty administrative status, academic discipline, source of knowledge, gender, and faculty senate participation appear to have no significant affect on knowledge of academic freedom. Despite background or experiences, there does not appear to be a familiar understanding of academic freedom. None of the respondent groups displayed a particularly high knowledge of academic freedom, since academic freedom policy is much like guidance rather than law, and even if perceived as law, it seems that laws are understood based on circumstances.

The study concluded that a detailed explanation of institutional academic freedom policy is highly recommended. Therefore, the study recommended the creation of informal decisions, workshops, and new employee inductions that could create more knowledge, which facilitates understanding of academic freedom policy in its implementation and application policy for both faculty members and administrators. Also, the study recommends further

research in how faculty members and administrators understand different nuances of academic freedom, and what the processes involved are when interpreting academic freedom policy. The study also recommended investigating institutions whose faculty members and administrators share common knowledge regarding academic freedom, and how the institution fosters that common understanding.

The significance of the study consists in that it is one of those few studies on academic freedom that gathered the viewpoints of both faculty members and administrators. The results of the study demonstrated that interpretations of academic freedom vary based on the visions of faculty members and administrators even within the same university; especially, when there is no detailed explanation of the concept, and its limitations, as was the case in this study. It is my belief that such studies are quite important in any attempt to establish common ground for interpreting and defining academic freedom at university level. This would allow the necessary measures to be taken, and so avoid ruining the freedom of academics, each according to their own duties and responsibilities. It may therefore be said that this study has opened new horizons for researchers to explore the meaning of academic freedom in the university context.

The experience among individuals/groups in understanding and interpreting academic freedom makes for different views, and so it is very difficult to reach agreement on one definition for academic freedom.

However, the weakness of the study is that it only used a questionnaire survey method to determine the knowledge and source of that knowledge regarding academic freedom at MCCC. It would be more effective, if it had also used interviews to collect detailed information about the understanding and knowledge of academic freedom, the sources of such knowledge among the three groups, and the reasons for having such knowledge in order to develop a clear policy that helps faculty members and administrators to establish a common understanding of such concepts in a compensative way that represents the majority of employees working in these institutions.

In conclusion, as far as we are aware in our discussion, it appears that there is no unanimously agreed definition of academic freedom, even within the same culture or among individuals and groups of academic scholars. Therefore, the concept of academic freedom needs to be revisited taking into consideration different accounts in different cultures; also from different individual scholar's views in different situations

and circumstances, where the concept of academic freedom exists. The aim is to understand how academic freedom is defined or understood. It is important in this sense, to consider this issue when investigating the understanding of academic freedom in Kuwait, in order to attain adequate knowledge about how faculty members in Kuwait University understand academic freedom, and how this understanding is related to the development of wider political and social development of freedom in Kuwait. This idea also helps in studying the extent to which academic freedom is available to academics at Kuwait University, particularly in research and publishing, on which this study focuses.

3.4 The Development of Academic Freedom in Higher Education in Kuwait:

Kuwait University as an Example

3.4.1 Overview

In Kuwait, the government higher education system hosts two major education entities, applied education and university education. Applied education is represented by the Public Authority for Applied Education and Training, and university education.

3.4.2 Academic Freedom at Kuwait University

Kuwait University was established as a government university in 1966 (Kuwait University, 2002). Kuwait University like other universities throughout the world has several goals, and policy regulations to achieve these goals. However, these goals and policies have not evolved any formal statement, which forms a specific understanding of academic freedom in the university to guide faculty members at Kuwait University. This is due to the lack of government legislation in the organisation of public higher education in Kuwait; although, the university has its own committees to establish such legislation. These committees are responsible for the creation of public policy on higher education in Kuwait, and to connect it with the country's needs. In Kuwait, the political system does not have the authority to interfere with the university system. So, having no statement that presents the meaning of academic freedom at Kuwait University makes the understanding and application of academic freedom subject to ambiguity. As a result, it is more than likely to find differing understanding among faculty members at Kuwait University on the concept of academic freedom, both within and outside the university.

For this purpose, the researcher in this study conducted interviews with some faculty members in three main fields of study (majors) in the university, as a starting point to understand what meaning of academic freedom is understood by faculty members at Kuwait University, in the absence of an official document to guide them. These three majors were Humanities, Sciences and Business. Then the researcher asked individual faculty members to define academic freedom, and none of them agreed on one definition. For example, one faculty member mentioned that academic freedom is freedom to teach and research freely. Another faculty member defined academic freedom as freedom of the academic in choosing their research subject and publishing without any interference other than mentioned as freedom to express your idea in research without any limitations, except the limitation of society's culture (Ghareeb, 2008).

In addition, when the researcher asked them about the reason why they did not have a specific definition to refer to, the answer was because there was no such document within the university, or in the Kuwaiti constitution to guide or specify the meaning of academic freedom at the university; so they had to rely on their own initiative, and refer to their academic major in understanding the meaning of academic freedom at one level, and the level of democracy and freedom within Kuwaiti society, and the constitution and laws, such as freedom of speech. In fact, Kuwaiti culture provides a wide space for Kuwaiti citizens under the freedom of speech and press. Therefore, this provides clear evidence that culture plays a major role in shaping the way that the idea of academic freedom is formulated in any existing society. This makes the concept of academic freedom, in the case of Kuwait higher education from the perspective of academics, an ongoing process to discuss further. Furthermore, this has linked to previous empirical studies, like those by Akerlind and Kayrooz (2003) and Blanton (2005), which demonstrated that individual academics have varying definitions and understanding of academic freedom. This makes understanding academic freedom very complex to define in one form, as well as in practice. It also indicates the interactive relationship in understanding academic freedom between academics in the university and the culture of the society they live in.

It may be argued that this situation has a positive side in allowing the university and individual faculty members to gain wider understanding of academic freedom on the level of knowledge and practice. However, it may put significant pressure, through

practice of self-censorship, on the freedom of teaching, research, and publishing, or open it to abuse. For example, to recognise academic freedom available to academics in teaching, research, and publishing, and what are its limitations at Kuwait University.

In this sense, Al-Hasawi (2000) asserted that there are several academic and management problems in higher education institutions in Kuwait, because of a lack of academic regulations in these institutions. As Qamber (2001) pointed out, public institutions of higher education in many Arab countries do not have clear legislation, which clearly shows that their higher education institutions offer an acceptable level of academic freedom and autonomy. He explained that as far as the relevant higher education authorities in the Arab world are concerned, there is no fixed legislation, constitutional or legal text, or general university by-law, which stipulates and/or refers to academic freedom. Therefore, faculty members ignore this right or abuse it; as they have different perceptions of the concept of academic freedom in its understanding and application.

The above literature and discussion led this study to seek empirical studies that explain how academics understand the meaning of academic freedom, and what are the limitations of such understandings. In addition, the extent of academic freedom available to academics in different universities in general, and in research and publishing in particular, on which this study is going to focus.

3.4.3 Empirical Studies on Faculty Members' Understanding of Academic Freedom and Freedom in Research and Publishing

The idea that drove this study to focus and examine different understandings of the meaning of academic freedom by faculty members at Kuwait University is the lack of any formal definition within the university or the Kuwaiti constitution that defines or explains the meaning of academic freedom, which can be useful to guide faculty at Kuwait University in their different academic activities. On the other hand, the study focused on the freedom of faculty members in academic research and publishing at Kuwait University due to several reasons. First, because the researcher during his employment at Kuwait University as assistant researcher noted that some faculty members believed that they did not have enough freedom in research and publishing, such as conducting research after choosing the subject of the research, defining its terms of reference, and expressing their ideas freely in publishing; others believed that

their freedom had been violated by external actors, such as society and political government, and internal actors, such as the university administration and other academics. The second reason is because of the belief that research and publishing is one of the important areas for academics, on which they rely heavily to develop further knowledge in different fields of study, and also stemming from the main goals of Kuwait University that it seeks to achieve. The third reason is the lack of studies in this area within Kuwaiti academic literature, according to the knowledge of the researcher in this area.

Shedding further light on the above idea, several incidents have occurred in Kuwait University, in which the freedom of academics in research and publishing was violated by the university administration, other academics, or by society. For example, one faculty member at Kuwait University complained that another faculty member had used part of his research, and published it in his book, while another complained about committees that take a long time to approve conducting his research, or publishing (Mouhye, 2007).

A substantial body of research and studies exists on faculty members' academic freedom in various western and eastern countries. The present study will, in some detail, examine and comment on the way in which these studies have tackled different topics related to academic freedom of academics, faculty members' understanding of academic freedom, and academic freedom in research and publishing. It will also shed light on the strengths and weaknesses of these studies, and provide a link to formulate the main questions for this study. For instance, research carried out by Akerlind and Kayrooz (2003) sought to explore the meaning of academic freedom among different social sciences researchers at Australian universities. This study draws on another major study, which investigated academic freedom and commercialisation in Australian universities in 2001. The major study used a survey method based on a web-based questionnaire involving 165 academics at 12 Australian universities. The selection of these academics reflected their different social science disciplines, administrative positions, the academic activities they were involved in, and the research they had undertaken. In summary, it proposed that academic freedom can be understood in five ways: unlimited freedom; restricted to the areas of academic specialisation and enquiry; the latter understanding plus absence of interference; the latter understanding plus provision of support for the exercise of academic freedom; and the latter

understanding plus internal responsibility on the part of academics in exercising their freedom. This indicates a complex and inclusive perception of various aspects of academic freedom.

The importance of this study consists in that it is one of few studies that attempted to elaborate the full range of various meanings of academic freedom experienced by social scientists. It looked at academic freedom holistically, as exercised by different individuals in different situations and circumstances, in its endeavour to focus more closely on different interpretations of academic freedom. The importance of the study also lies in its inquiry into the relationship between the different interpretations and conceptualisations of academic freedom. Furthermore, the study maintains that the concept of academic freedom still remains largely controversial, as evidenced by the findings of this study, which revealed different definitions that vary according to the practical, individual experience of Australian sociologists of this concept. This is in accord with the argument invoked in this research, namely that there is no consensus on the concept of academic freedom.

Among the limitations of the study was that it was restricted to sociologists, and did not include the perspectives of academics in other disciplines, such as the medical field, arts, education, etc. This would give a more inclusive and comprehensive understanding of academic freedom, while perhaps shedding light on possible differences of opinion across disciplines. The study did not offer recommendations for further work on academic freedom, but simply provided an account of various definitions.

A study by Keith (1996) aimed to identify the attitudes of faculty members towards academic freedom. The three research questions addressed in the study are as follows:

1. How do faculty members define academic freedom?
2. What do faculty members perceive to be the threats to, and protection of academic freedom?
3. How do faculty members' attitudes toward academic freedom vary by academic discipline, institution and tenure status?

The study adopted a qualitative research design, mainly using a structured interview format and survey questionnaire with open-ended questions. The study covered a

sample of 89 faculty members in a total of six private institutions in Southern California, involving the academic disciplines of sociology, history, biology, and business. Faculty members were asked to numerically rate responses to 73 questions, and provide comments on each rating. The data were analysed using variation ANOVA, the t-Test, and content analysis applied to the qualitative data.

The findings of the study revealed that faculty members indicated that academic freedom was of fundamental value among all differences groups. They defined academic freedom as comprising the freedom to teach and research without external interference, the freedom to choose their own text and method of teaching, and the freedom to seek the truth and share their views. Also, the findings demonstrated faculty members' belief that academic freedom was limited according to their academic disciplines and professional duties, the harming of others, respect for the institutional mission, and using the classroom as a pulpit to convince students to accept faculty members' views. These limits were self-imposed by faculty rather than a result of any external pressure or threat. The data also indicated that academic discipline was the most conspicuous factor that limited their academic freedom.

On the other hand, the study found little threat to academic freedom, and a moderate sense of protection on their campuses. The strongest threat derived from churches or religious groups, with a mean rating of only 2.65 (less than moderate threat), and the low sense of threat in the list was rating 1.97 (low threat). Only one third of faculty members could recall any incident, which had raised academic freedom as a matter of concern. They were more confident in themselves as protectors of academic freedom with a mean rating of 4.18 (the highest mean rating of all protectors on the list turned out to be tenure, followed closely by the culture and traditions of the institution, and the administration, respectively).

Regarding the advantages of tenure, faculty members rated job security as more important than the protection of academic freedom. They agreed that untenured faculty members have much less academic freedom than tenured faculty. They believed that academic freedom would be moderately well protected, if the tenure system were eliminated. Also, the data showed that there were few variations according to faculty members' attitude by academic discipline, tenure status, gender, or ethnicity. Hence, based on the findings of the study, the following recommendations were presented:

1. Higher education institutions need to define faculty academic freedom inside the classroom, and the academic freedom pertaining to teaching methods, in order to develop the methods of teaching their courses. Institutions of higher education need to enhance the protection of academic freedom for untenured faculty members, who have less academic freedom than tenured faculty members by contract, and this can guarantee academic freedom.
3. Since the mission of the religious institution has an impact on academic freedom, it should notify faculty members on these limits through the use of a “limitation clause”, so faculties can take this information into account when they appoint faculty members.
4. The position of faculty members vis-à-vis academic freedom has to be conducted in prominent private research institutes and government universities. In defining academic freedom, for example, research studies may yield results that differ from those concluded in this study, which will then lead to taking steps to protect academic freedom on campus.

Based on its findings, the study revealed that faculty members need a certain degree of job security, which academic freedom warrants them, with respect to teaching, especially concerning faculty members, who do not have a permanent academic position. However, the study did not show whether or not there is a difference in faculty members’ perceptions with regard to academic ranking, given the likelihood of difference in faculty members’ perceptions, as in the perceptions of professors and assistant professors. Moreover, the significance of the study lies in emphasising that academic freedom is a controversial concept lacking agreement among social scientists; as was stated at the beginning of the chapter, there is no absolute or unified definition of academic freedom by individual or groups of academics in different universities. The study stresses the need to apply similar research on academic freedom in public universities, as it views academic freedom as a concept that carries different implications in government universities. This is an important point that encourages further research in this direction at the level of public universities, to ascertain the degree of faculty members’ academic freedom.

Another defect in this study is its failure to provide a process of using faculty members’ viewpoints, in order to develop academic freedom in their respective institutions, and how this is linked to the wider society, with its particular cultural factors, i.e. political, social, etc, in which these universities exist. This constitutes a key element as it

contributes in promoting faculty members' academic freedom at the university they belong, and so furnish appropriate solutions to issues jeopardising academic freedom in these universities. This is especially the case if it is believed that the nature of academic freedom varies from one university to another, from one place to another, and even from one individual to another.

The study by Al-Zyoud (2001) examined the degree of academic freedom of academics (researchers, faculty members, students) in six public universities in Jordan. One of main research questions in his research was the freedom to choose research topics. The research also sought to investigate whether or not there were any statistical differences among postgraduate students' responses with respect to university, gender, discipline, year of study, and age.

Interviews were used to gather qualitative data from academics (teachers and researchers) and policy makers regarding the extent of academic freedom available for academics. In the study, the researcher utilised multiple methods, as a means of triangulation, including semi-structured interviews in these universities. In addition, the study also drew upon various documentary data, as a second source of information regarding academic freedom, for academics and postgraduate students. Survey questionnaires, a means of accumulating quantitative data, were distributed to a random sample of 763 postgraduate students, which represents 10% of the total population.

The data produced from interviews and documents search were analysed to examine the academics and policy makers' perception about the degree of academic freedom of academics by using thematic analysis. On the other hand, the questionnaires were analysed using mean scores, t-test and ANOVA statistical tests. The mean score test was used to provide data regarding postgraduates students' perceptions of the degree of achieving academic freedom, while the t-test was used to examine the differences between two respondents regarding specific means, and ANOVA test was used to examine more than two means, in order to answer the main research question in the study.

The most significant virtue in using interview and questionnaire techniques in this investigation, coupled with documentary analyses, is that each supplements the other two, to ensure valuable complementary and supplementary data.

The study yielded the following results:

1. The documented findings confirmed that Jordanian public universities have no separate statement of academic freedom for academics or postgraduate students, but each university has its own regulations on academic, student rights, and duties and responsibilities. The higher education document in Jordanian universities assured that academics have complete freedom to think, express views, publish, and exchange views, which are linked to their academic work, academic research and other university affairs. This freedom is granted by the university law and regulations. However, these documents also emphasise that academics have no right to participate in certain activities, because of its effect on their academic work.
2. Academics have complete freedom in publishing and exchanging ideas of relevance to their professions and other academic activities.
3. Many factors impede academic freedom (i.e. freedom of expression and thinking), including social customs and traditions, the policies of the government, and the laws and regulations of the university, for both academics and students. The researcher points out that freedom to decide on research findings suggested that the nature and degree of sensitivity of research to society, religion and the political system of the country both impede such freedom. Moreover, publishing research is also constrained by the selection decisions, which the journals endorsed by the university make. This idea is related to what Mojab (1995) found in Iran that the main threat to the academic community comes from the university, or outside the university.
4. Regarding the opinions of policy makers, i.e. chancellors and vice-chancellors at Jordanian universities, and higher education experts, overall, there is a belief that academic freedom is available in Jordanian universities and that limitations simply aim to protect the quality of education and academic research at the university. For example, according to these policy makers, academics enjoy freedom to carry out academic research, as long as academic research is not harmful to the culture of society, and that publication is submitted to academic journals endorsed by the university to ensure continuity of the university's academic standard among other universities.
5. Postgraduate students confirm that academic freedom is often not available to them; this is in agreement with the views of academics. The responses also revealed that their freedom is restricted by university administrative rules and

regulations, social pressures and government policies. For instance the regulations of these universities stipulate that cannot participate in decision making regarding their academic affairs. Postgraduate students feel that their freedom to decide on the university of their choice as a place of study or the discipline they prefer is very limited.

6. The results showed that students have negative attitudes or perceptions towards the realisation of academic freedom, as only five items out of eighteen had a mean of 3 or more in this study. For example, the highest mean score for students' freedom was to pursue knowledge with a mean score of 3.63. This is due to the main mission of the university, and students, which is to provide and gain education following university regulations as long as students are committed to gain education for itself. However, the lowest mean score for postgraduate students was 2.09, which indicates that students' freedom to participate in designing the course syllabus has not been realised. This is explained by two factors: it is difficult for students to consult about the course contents, because they have no knowledge or experience in sitting course contents, and the fact that universities regulations decided the course content or the general syllabus. Therefore, many courses do not match the students' interests.
7. The study indicated significant statistical differences between male and female postgraduate students' responses according to their gender. Male students enjoyed academic freedom more than female postgraduate students. The research argued that this responses pattern is due to the nature of Jordanian society, which encourages men's freedom of expression, more than women's. This constitutes the same reason that impact on the degree of academic freedom in these universities.
8. The study indicated no statistically significant differences in postgraduate students' responses with respect to discipline. The researcher contends that this responses tends to the belief of students in all disciplines that their freedom is similar and that the chosen discipline does not affect their academic freedom.
9. The finding from the study also yielded significant statistical differences with respect to the level of study between Master's degree and PhD students. Doctoral students, for instance, appeared to be more worried more than their Master's degree students counterparts were. The study argued that doctoral research requires wide discussion between students and supervisors. In addition

to the nature of research itself which has a bearing as well. For example, some of the postgraduate students were very sensitive to the culture of society; therefore, the researcher feels that their freedom is limited, and accordingly this prevents them from examining certain aspects of research.

10. The findings from the study showed no statistical significant differences among postgraduates' responses to the age variable due to students similar experience of academic freedom in proportion to their ages; hence, age was not observed to have any impact on students' academic freedom.
11. The higher education document assured that academics have complete freedom to think, express views, publish, and exchange views, which are linked to their academic work, academic research and other university affairs. This freedom is granted by the university law and regulations. However, these documents also emphasise that academics have no right to participate in certain activities, because of its effect on their academic work.

In the light of these results related to academic freedom, the research recommended promoting academic freedom for academics and students in research through the following:

1. To promote the freedom to conduct research, the study recommended adopting a standard among public and private universities in matters related to the requirements for research and publishing research results, whereby all faculty members are treated equally in research and publishing
2. With respect to postgraduate students' freedom, the study recommended provision of laws that explicitly allow students to exercise their freedom in matters related to their academic life.

In my view, this study is important in that it is the only study carried out on academic freedom in Jordanian universities, as claimed by the researcher. The study provides an overview of academic freedom in public universities in Jordan, which shows that Jordan has a democratic political system. It further shows that academics and students enjoy academic freedom, the discussion of which—according to the researcher—is essential for promoting research, and are necessary requirements for developing society. Second, the importance of the study lies in its examination of academic freedom from the perspective of academics (faculty members), who are at the centre of the educational process, and who are responsible for preparing Jordanian citizens

capable of roles of leadership in the future. Academics assume responsibility for professional teaching, research and publishing duties, in order to help impart and disseminate knowledge to student generations in the service of society. The study is also important in its indirect reference to the limits of academic freedom in Jordanian universities, which, based on the findings of the study, remain rather confined to the social, political and religious boundaries in Jordanian society. This shows some evidence that academic freedom is not absolute, and is shaped by the cultural factors inside and outside the university. Thus, the findings of this research on the freedom of academics in research and publishing has linked to what we discussed in this chapter, that the political systems in Sudan and Jordan play a major role in understanding the idea of academic freedom, and how this idea is implanted in the university by academics.

On the other hand, the study fails to examine academic freedom for faculty members from the viewpoint of faculty members in particular. This is especially the case given the differences in the responses of faculty members, and those of education policy makers (i.e. chancellors) with respect to aspects of academic freedom dealt with in this study. This will also make it possible to analyse the subject in depth. Identifying the meaning of academic freedom in the eyes of academics will enable us to learn more about various aspects of academic freedom from the perspective of faculty and the university administration, and to devise a concept that functions as a basis for establishing and promoting freedom in these universities. Also, the study did not deal with the documents related to academic freedom in Jordan in terms of how faculty, policy maker, and postgraduate students perceived and interrupted the information in these documents in their daily practice of academic freedom in these universities. Especially, since these documents play a major role for academics to practice their academic freedom in higher institution in Jordan. In addition, the study examined a sample of academics without distinction, with the possibility that there are differences between different levels of academic rank, like assistant professors, associate professors, and professors; since those in fact have to some extent different experiences in their freedom of research and publishing.

Moreover, the study did not tackle the causes, which accounts for the degree of academic freedom available for faculty members and students in research and publishing. Finally, the researcher's recommendations drew on some general solutions

from the point of view of the researcher himself. It would have been better if these solutions had been based on an elaboration of the opinions of faculty, university policy makers and postgraduate students to provide solutions that are suitable for the relevant universities, and that reflect the needs of faculty in each and every institution. This will assist university administrators in designing specific academic freedom policies in each institution, which may be applied in a practical manner that suits the needs of those involved in the institutions in question. A fair and equitable institutional policy benefits both parties and ensures sound solutions.

Blanton's (2005) study compared the views and source of knowledge of faculty members and administrators' of academic freedom. A survey questionnaire revealed that the administrators considered that they had good understanding of academic freedom, but were not protected by it. Faculty members understood its importance, and felt protected by academic freedom, but were not certain they fully understand it. Adjunct faculty members did not show much confidence in their understanding of, or protection by academic freedom.

The result also indicated that all three groups reported that their primary source of knowledge regarding academic freedom was informal discussion with their colleagues. All groups placed more importance on relying on an official institutional regulation or policy, but the majority of respondents (i.e. 56.32%) were unsure or sure that they could not find a copy of such a policy. The researcher argued that the faculty and administrators would increase their confidence in understanding academic freedom, if the policy provided clear explanation for understanding academic freedom. Furthermore, variables such as status, academic discipline, source of knowledge, gender, and faculty senate participation showed no effect on knowledge of academic freedom, or experiences by faculty or administrators.

The study explained that the response pattern could be due to difficulties in measuring academic freedom policy out of the context as it seemed to be something negotiable, rather than an established law among all groups. The study concluded that a detailed explanation for institutional academic freedom policy is highly recommended. Therefore, the study recommended the creation of informal decisions, workshops, and new employee induction programmes that could create more knowledge, which would

facilitate understanding of academic freedom policy, in its interpretation and application, for both faculty and administrators.

The significance of the study consists in that it is one of few studies on academic freedom from the viewpoints of faculty and administrators. The results of the study demonstrated that interpretations of academic freedom vary based on the visions of faculty and administrators, even within the same university; especially, when there is no detailed explanation of the concept and its limitations, as is the case in the study. The study was also helpful in clarifying how academic freedom can be conceptualised; this was largely achieved depending on informal discussions on academic freedom, and the views of faculty and administrators, based on provision of equal opportunities that allow a common ground for faculty and administrators to practice academic freedom in a balanced manner. It may therefore be said that this study has opened new horizons for researchers to explore the meaning of academic freedom in the university context.

The study by Gray (1999) in the United States, Kentucky looked at the factors affecting how faculty members develop their own perceptions of academic freedom from the angle of socialisation, which is both organisational and anticipatory. However, the purpose of the research was not to determine the value attached to academic freedom nor provide a definition, as such. Rather, it aimed to identify the processes of socialisation through which faculty members would arrive at an understanding of academic freedom. In this context, faculty members were questioned regarding their experiences, both before taking up their new posts, or during the process of adaptation. The study concerned three main research questions. (1) How faculty members learn about academic freedom; (2) whether the experiences of new faculty members in learning about academic freedom corresponded to that reported in organisational socialisation literature; and (3) what were the experiences identified by new faculty members as being the most influential in allowing them to formulate their attitudes on academic freedom. In addition, there were supplementary questions related to the main body of the enquiry, such as the specific pre-arrival experiences of faculty members, as well as their adaptation experiences in their posts. Moreover, whether the process of learning about academic freedom was influenced by type of discipline or institution, and whether race and gender also played a part in the process of faculty member socialisation.

The research adopted mixed methods or triangulated research design by using a quantitative questionnaire survey and qualitative interviews to answer the research questions. The research enquiry was conducted over two phases; in the first, new members of staff were surveyed using a questionnaire surveying their attitudes and experiences. In the second phase, a sample of faculty members was interviewed to gain a more in-depth understanding of their socialisation experiences and tactics. In these interviews, faculty members were also invited to provide definitions of academic freedom, their view about the level of protection for their academic freedom, and to articulate how they had formulated that concept.

In addition, the new faculty staff members were chosen from two types of higher education establishment, state research and private church related liberal arts institutions. Both institutions were considered to be the most representative given their diverse populations, and different academic cultures in Kentucky State, USA.

The questionnaire survey comprised 15 statements with responses on a five-point Likert scale. The questionnaire also had two open-ended questions, which revealed the variety in definitions of academic freedom among faculty members, yet indicated overall the importance of teaching and research in this context. The questionnaire survey was distributed to 213 new faculty members, of which 87 were usable, representing 40.84% of the sample. Gray (1999) explained that the response rate was low due to the time constraints, where the survey was conducted during the summer time, which was not the most suitable time for reaching faculty. Also, the survey data were analyzed using independent sample t-tests and analysis of variance (ANOVA) to determine the relationship between the demographic data and the responses on the Likert scale to the questionnaire statements.

On the other hand, twenty in-depth interviews: nine at liberal arts, and eleven public research institutions were conducted with new faculty in this study. QSR Nud*ist software was used to manage and obtain qualitative data from the interviews, as well as the open-ended questionnaire questions to generate themes and produce reports with statistical summaries of the information compiled. The analysis of the interviews focused on the personnel interviews to explain their definition of academic freedom and to discuss the processes, groups and individuals that influenced their understanding of the concept, and the follow up of ideas and concepts raised in the survey phase.

The results in this study found that 66% of new faculty members placed great value on academic freedom at their institutions and their personal importance. Also, the study

found that faculty members' definitions regarding academic freedom revolved around research and teaching due to the dynamics of multiplicity of activities and process exchange among faculty, colleagues and students mostly in teaching and research. Also, the majority of respondents, 57.4%, felt protected by academic freedom while most responses, 35.3%, regarded that graduate training had the most influence on their development and perception of academic freedom; yet, this arose out of informal and unplanned interaction. Also, 82% of the respondents either agreed or strongly agreed that research was protected by academic freedom.

For the t-test of two independent samples, analysis indicated that there were no significant differences in responses based on discipline, gender and race, while some statistically significant differences were found in the responses based on institution type, age of respondents and their status as first-time faculty members. However, academic freedom was highly valued by individuals and their institutions. For example, faculty from liberal arts institutions agreed more often than those in public research institutions that academic freedom is valued at their institutions, in terms of personal protection; moreover, they were confident in their understanding of academic freedom, and its discussion with their colleagues and within their disciplines.

None of the ANOVA tests between variables were significant for academic disciplines or departments for appointment in faculty members' current position.

The majority of respondents, 93%, did have definition of academic freedom while 81% could recognise where they learned about academic freedom in teaching and research; they viewed academic freedom as a dynamic process of exchange between faculty, colleagues, and students, involved in range of activities including.

The results from interviews showed that new faculty had their experience of academic freedom at graduate school, which had fundamental power upon new faculty and their perception of academic freedom. Gray (1999) argued that when these new faculty do not receive adequate information via their social organisation, they transfer automatically to their experience in graduate school to cope with their present situation. This is because they assumed that their right to academic freedom is tied automatically to their first amendment right to free expression. One explanation is that those institutions did not prepare graduate students looking to work in higher institutions in how to face the challenge of an academic job when they are in that position. Also, the results from interviews showed that new faculty members build their experiences by socialising in the construction and values of the organisation informally, through the interaction with professors and graduate students.

The study presents many recommendations, the most important of which concerns understanding the meaning of academic freedom and its significance for new faculty members. This topic should, therefore, be discussed in light of the views of administrators and faculty members, especially new faculty members. In addition, the administration needs to appreciate the value of lending a listening ear to new faculty members, and giving them a chance to discuss issues that are of concern to them in a non-threatening atmosphere. This includes academic freedom, and ways of obtaining it, for example, and also knowing about their respective views, and how these aspects affect their performance in academia.

In my view, the significance of the study consists in its focus on defining academic freedom from the perspective of new faculty members, which is very important because it contributes to establishing linkages within the opinions of faculty members on academic freedom, in their respective institutions in terms of issues of common interest in academia. This will assist the university administration in reviewing meanings regarding the concept of academic freedom within the university context, where the opinions of new faculty members are taken into consideration. This will in turn help in facilitating further freedom of creativity for new faculty members in their respective fields of work, especially since new faculty members are new in their experiences on academic freedom at their higher institutions. It will also help in preparing a detailed guide on the concept and domain of institutional academic freedom, which will make it possible to have a mechanism regarding how to implement academic freedom in these institutions.

This is in agreement with the results concluded from other studies concerning the importance of understanding academic freedom, as in Keith (1996) and Blanton (2005). The study demonstrated that the university where new faculty members belong played a role in their conceptualisation of academic freedom, considering that academic freedom is part and parcel of academic life. In fact, a few studies have discussed this specific area.

The importance of this study lies in highlighting the importance of including new faculty members in understanding the academic environment through socialization, i.e. interaction and social relationships, on a daily basis within academic bodies. The results of the study showed that there is weakness in the role of academic bodies in supporting new faculty members by including them in unofficial interactions with other

academics, and students, within the University culture and environment, in order to transfer practical academic experience, and its role in formulating understanding or a specific concept of academic freedom, and the way in which academic freedom may be implemented in the university environment. This study provides deep understanding of this topic, in identifying the social sources that shape the concept of academic freedom, and how to protect it, for new faculty members. Especially, as mentioned early in this chapter, the concept of academic freedom differs from one environment to another, and because these new academics will play a future role in managing higher education institutions, whether their current ones or others.

Regarding the research methodology, it was in harmony with the study objectives and questions, as well as the nature of the data that the researcher wished to collect in answering the research questions. For example, the researcher used statistical tests to determine whether there were statistical differences in responses regarding the concept of academic freedom, and whether it was affected by factors such as age, institution type, etc, especially as the study was conducted in two different academic environments. The statistical results were linked to the in-depth interviews giving greater depth to the evidence, and providing additional information, and detailed experiences that enriched the study, especially since these were related to the experiences of new academic faculty members, in order to define and analyse their sources for understanding academic freedom, and ways of protecting it, in light of the absence of a specific reference for these faculty members in understanding academic freedom; a reference to which they could refer, in the application of academic freedom and understanding its limits. This highlights the importance of formulating a specific understanding that reveals the policy of university institution, at least, in its understanding of academic freedom. However, the study was weak in terms of linking the study results to external factors, such as politics, economics, etc., in explaining the results; given that these play an important role in shaping the experiences and culture of new faculty members in their understanding of academic freedom within any culture. Even more so, when academic freedom is discussed in those societies within a democratic system, such as the American. This principle was emphasised by Thorens (1996), who indicated the importance of social factors in shaping the understanding of academic freedom.

Thorens (1996) points out that society and state should challenge academics to discover specific concepts that are accepted as true for a critical approach to the advance of science and knowledge without fear or favour, and inform their students

and society at large of their findings. All this can be achieved when universities have a free environment, and so play a meaningful role for developing any society

If we accept that democracy is part of free society, and there are many political, economic and social changes that occur every day, then academic freedom becomes part of the daily life that is affected by these changes. However, the researcher restricted the discussion to the university environment.

In this context, Altbach (2001b) explains that universities constitute places where knowledge becomes more effective in so long as academic freedom is available; they create a healthy intellectual knowledge base in society through free teaching and research, both of which benefit civil society.

Without academic freedom of teaching, research and publishing, faculty members will not have a visible effect in society and will be self-defeated. This means that academics need to have complete freedom to fulfil their duties in their professional careers of teaching, researching, and publishing, without any threat from external sources.

Some of the empirical studies focused on investigating the concept of academic freedom from multiple perspectives. For instance, the study by Akerlind and Kayrooz, (2003) focused on exploring different interpretations of the academic freedom of academics, including faculty members of various science disciplines at Australian universities. On another note, emphasis in Keith's study (1996) was laid on the definition of academic freedom at six private universities in southern California, while Blanton's research (2005) examined the views of faculty and administrators about academic freedom. The common denominator in all these studies is the recommendation that there is urgent need to decipher the concept of academic freedom, and to understand the concepts related to factors that have an effect on the ways that shaped the concept of academic freedom, and the limitations of academic freedom.

By way of illustration, Keith's study (1996), referred to previously, dealt with various concepts of academic freedom and underscored the lack of research on academic freedom at university level. This shows the pressing need for the study of this subject from the perspective of faculty at various universities, particularly in the absence of common agreement on the meaning of academic freedom, its limitations, or areas of faculty interest in such freedom. This is in accord with what has been mentioned at the beginning of this chapter, namely that academic freedom differs from place to place,

and even from one university to another within the same country. This sheds light on the value of investigating academic freedom at different universities, especially since the results of many of these studies demonstrate that not much research has been done that deals with the concept of academic freedom in university settings.

In addition, these studies have yielded conflicting, sometimes confusing, interpretations of the concept of academic freedom among faculty members and administrators. A clear and transparent clarification is therefore required, which may serve as a reference for the university academic community to facilitate cognizance of the various aspects of academic freedom at the university and its boundaries. This will in turn make it possible for academics to develop the scope of such freedom in their respective universities, and to effect improvement in areas of research, teaching, social service, and other areas that benefit the administration, faculty members, the university as a whole and society at large. Thus, these studies are in agreement with the previous theoretical discussion earlier in this chapter that the concept of academic freedom differs from one individual academic to another, based on different circumstances within each culture.

In addition, these studies have indeed focused on important aspects of academic freedom that are of concern to faculty; for example, freedom of teaching or conducting and publishing academic research. They have also underlined the chief threats that impede faculty academic freedom, as is evidenced in the study carried out by Keith (1996). This focused on internal and external threats in the areas of research. Other social issues were also investigated as jeopardising academic freedom, as in Al-Zyoud's study (2001).

The significance of these studies also lies in identifying the threats that jeopardise faculty members' academic freedom in teaching, research and publishing. Further, knowledge of the causes of these threats facilitates understanding of their very nature. Hence, this will make it possible to find appropriate solutions and remedies in avoiding problems that hinder academic freedom. Most of these studies recommend promoting and protecting academic freedom as in Keith (1996) and Al-Zyoud (2001).

A major shortcoming of these studies is their failure to address, in an explicit manner, the causes related to the threats that impede academic freedom in the areas referred to

previously, namely teaching, research, and publishing, etc. For instance, Keith's (1996) research indicates some internal threats, such as the university administration and academic departments, as well as external threats, including faculty accountability for academic freedom. Al-Zyoud's study (2001) points out that the society's traditions, the government's policies, the university's regulations and the nature of the university administration all have impact. Overall, all of these studies reported on the causes in a broad and concise manner. Therefore, there is a need to disclose the reasons for the threats that impede academic freedom at Kuwait University, and to conduct additional research on this subject. The aim is to understand the causes of these barriers or threats to faculty academic freedom, and hence devise appropriate protection measures and solutions at different universities. Some of the other previously mentioned studies did not address these issues fully.

Some previous studies tackled various other aspects as follows:

- Faculty members' views and perceptions on the basic disciplines, as in the research carried out by Keith (1996), Blanton (2005), and Gray (1999).
- Institution, age or position, as in Gray's (1999) study.

The studies above did not address academic freedom from the perspective of faculty members in respect of other crucial variables, such as faculty academic ranking, qualification obtained, and so forth. These measurable variables may yield interesting and novel results.

The present study will accordingly draw on the results of the studies discussed, both empirical and theoretical, to focus upon issues related to faculty members' understanding of academic freedom and freedom of research and publishing, which has also been addressed in previous studies. The present study will at the same time concentrate on new issues connected with faculty academic freedom from the viewpoint of faculty themselves at Kuwait University, in issues directly related to their area of work. These constitute topics not addressed in previous studies on academic freedom at Kuwait University, or at any other research institution. Therefore, this study will address the following main questions:

1. How do faculty members define academic freedom?
2. From the faculty members' point of view, to what extent is academic freedom available to the faculty members with respect to academic research and publishing?

3. Are there any significant differences among faculty members' responses regarding freedom of conducting research and publishing according to: gender, nationality, age, academic rank, age and experience?
4. From the faculty members' point of view, what are the obstacles that face of faculty members' academic freedom in academic research and publishing?

3.5 Summary

This chapter discussed some of the definitions that are linked to academic freedom, which demonstrate that there is no agreement on the meaning of academic freedom by the international academic community or individual academic members. In fact, the idea of academic freedom cannot be understood, without understanding the culture of the society in which the definition of academic freedom exists, as is apparent from the different examples from around the globe.

Also, this chapter used the idea above and linked it with the development of the idea of understanding academic freedom in Kuwait by faculty members at Kuwait University by discussion of this point within the development of freedom in Kuwaiti society and culture.

Finally, the researcher discussed a number of empirical studies, which considered academic freedom for academic staff members in different universities and institutions, in the area of understanding academic freedom by different academic scholars from different countries in these studies. Findings and recommendations were discussed, which helped the researcher to link with the theoretical literature, and then to frame and develop the main research questions in this study, that cover two areas of study: understanding the definition of academic freedom, and freedom of research and publishing from the point of view of faculty members at Kuwait University.

CHAPTER 4. METHODOLOGY OF THE STUDY

This chapter describes and discusses the methodology and procedures used in this study. It introduces the data collection methods, and justifies the use of triangulation, i.e. combining qualitative interview with quantitative questions. It describes the steps taken in developing the questionnaire, its advantages and disadvantages, and the selection of the study sample. Moreover, it discusses the methods of statistical treatment, and provides a discussion of the demographic characteristics of the participants in the study, i.e. gender, nationality, age, academic rank, and experience. The reliability of the study instrument is also measured, as well as testing its discriminate validity. Furthermore, interviews are discussed, in terms of their advantages and disadvantages, as well as the design of interview schedule and sample. Ethical issues, which are an important part of any social research, are also addressed. The chapter closes by discussing data presentation and analysis, as well as the steps taken to pilot the study instrument before final distribution to participants.

4.1 Data Collection Methods

It is important that the researcher consider the most suitable methods to achieve the research objectives. In addition, the choice of certain types of data collection methods depends greatly upon the topic investigated, and also upon the type of subjects approached for information (Patton, 1987). Moreover, the consideration of research design depends upon the fact that it helps in answering research questions as validly, objectively, and accurately as possible (Sproull, 1988). So it is useful at this stage to point out the research objectives.

4.1.1 Qualitative and Quantitative methods

In this study, a number of procedures were used to gather valid and reliable data to attain the research aims. In this respect, the researcher employed both qualitative and quantitative methods of collecting data.

Using different instruments to collect data ensured that the information was distinct, varied and complementary. Indeed, the researcher believes that any faults or shortcomings experienced with one method of data collection would be compensated for by the other, and that a balance would be achieved among the different instruments. According to Babbie (2007, p.231):

“It is always best to use a variety of techniques in the study of any topic. Because each of the methods has its weakness, the use of several methods can help fill in any gaps”.

Different factors were taken into consideration when looking at the different data collection instruments; for example, the degree of effectiveness and ability to provide the required data that answers the research questions. Furthermore, the researcher must choose the most appropriate method for the particular purpose, in collecting data during the field work.

Therefore, the researcher used questionnaire and interview methods to collect data in this research; by doing so, the researcher combined both qualitative and quantitative methods in one study, in order to benefit from their different strengths and mitigate their weaknesses.

Patton (2002, p.14) said:

“Because qualitative and quantitative methods involve differing strengths and weaknesses, they constitute alternative, but not mutually exclusive, strategies for research. Both qualitative and quantitative data can be collected in the same study.”

Furthermore, using multiple methods allows the data to be cross-checked. Bell (2005) asserted that using more than one method in collecting data enables the researcher to choose the best method that suits a particular purpose, and to design a suitable instrument for data collection.

Table 4: Study instruments related to research questions

Research Question	Instrument(s)
1. How do academics define academic freedom?	interview
2. From the academics' point of view, to what extent is academic freedom available to them with respect to academic research and publishing?	questionnaire, interview
3. Are there any significant differences among the responses from academics regarding freedom of conducting research and publishing, according to gender, nationality, academic rank, age and experience?	questionnaire
4. From the academics' points of view, what are the obstacles that affect their freedom in academic research and publishing?	interview

The research methods used in this study are presented in Table (4), which shows the different methods of data collection that were implemented. The quantitative methods used in this study comprised a questionnaire (survey). The self-administered questionnaire was distributed to the sample of faculty members in Kuwait University. In this regard, some of the research objectives would be achieved using numerical data. For example, to explore the extent to which academic freedom was available to faculty members at Kuwait University, the respondents' attitudes (complete agreement/nothing at all) to a number of questions (statements) was measured on a numerical scale. These numbers measured the general trends encountered for faculty members' perception of whether they agreed or disagreed. Thus, it helped the researcher keep in mind the differences in the views of faculty members regarding various aspects of their academic freedom relating to research and publishing at Kuwait University, based on the questionnaire responses. Furthermore, the interviews allowed the researcher to supplement the data regarding obstacles that faculty members faced with respect to two principal themes, namely freedom of conducting research and freedom in publishing research, which were covered in more depth.

However, the aim was also to collect data and information from faculty members through qualitative questions. Thus, qualitative data from interviews of a sample of faculty members at Kuwait University provided detailed responses, which were not limited as in the questionnaires. This data corresponded to, and answered, some of the main research questions in this study. Interviews provide the advantage of achieving a high level of communication and facilitate acquiring varied and detailed information. In contrast, it is very difficult to gain in depth data through quantitative methods using a questionnaire survey. For example, in Question One from the table above, the researcher looked to gain independent data in understanding the various views and perceptions of faculty members at Kuwait University regarding the concepts of academic freedom.

It is obvious that using both qualitative and quantitative data would allow deep insights, and provide increased reliability and validity of the study.

4.2 The development of the study instruments

4.2.1 The Questionnaire

In this study, the questionnaire was one of the main methods for data collection. It is widely used as an educational research method for collecting data (Gall et al., 1996). In

general, it contains a set of questions (statements) in a standard format, which participants can read and answer. It is defined by Wolf (1990, p.374) as follows:

“... (the) questionnaire is a self-reporting instrument used for gathering information about variables of interest to an investigator. It consists of a number of questions or items on paper that the respondent reads and answers.”

4.2.2 The advantages and disadvantages of the questionnaire

The questionnaire was one of the main data collection methods in this study. Using a questionnaire is considered a convenient technique; it requires less time, and is a relatively inexpensive method for obtaining information from a large number of people. In this study, a large population of faculty members in Kuwait University was covered using a questionnaire, allowing the researcher to gain a wide picture of the degree of freedom that faculty members have in conducting research and publishing in Kuwait University. According to Gay (2000), the questionnaire instrument allows respondents to answer quickly, with less pressure, fear, or embarrassment. Another advantage of a questionnaire is that it can often be designed to maintain the respondents' anonymity, and hence their answers cannot be used against them (Anderson et al., 1975). Furthermore, as research may explore sensitive issues, participants may find it difficult to openly express their feelings and attitudes towards such issues; examples include censorship, or how freedom is not fully fulfilled or indeed violated. Therefore, participants may want to speak about them, but without being identified. In this case, the questionnaire offering anonymity would be easier for these kinds of people and such topics.

In addition, questionnaires are easily analysed using computer software packages, and provide general data on the issues being investigated. For example, in this study, the researcher used some statistical applications to obtain information on factors that might have effect on faculty members' academic freedom, with respect to research and publishing; as in question three in this study's questionnaire. Furthermore, respondents have enough time, and can respond to the questionnaire at their convenience (Hall and Hall, 1996).

On the other hand, there are disadvantages in using a questionnaire (survey), such as difficulty to explore in depth information through answering the questionnaire, and often low response rates (percentage) of returns (Cohen et al., 2007). For instance, this study aimed to explore the obstacles that faculty members at Kuwait University face in their freedom of conducting research and publishing its details. Therefore, it was very

difficult to use questionnaires, because the nature of the questions dictates the need for detailed data that can enrich the study. So it would be difficult to cover issues in detail that may arise from any faculty members in Kuwait University. Therefore, the questionnaire allows little flexibility for respondents to qualify their answers.

In addition, the researcher cannot be absolutely sure that informants were willing to answer all the questions, nor how they answer them (Hall and Hall, 1996). For example, some respondents might feel that the questionnaire was too long or asked for too much information. They may also unintentionally miss answering major questions, not provide full answers, or respondents may answer superficially, which may lead to incomplete analysis.

4.2.3 Population and samples

Given that the topic of this research is “freedom of research and publishing for faculty members in Kuwait University”, the researcher chose the study population from faculty members in the rank of full professor, associate professor, and assistant professor.

With regard to the study sample, this was defined by the equation below:

$$E = \frac{Z^2(P)(1-P)}{E} \sqrt{\quad}$$

where:

E: Error Sample Size

Z: Percent of Confidence: 95%

P: proportion of population: 30%

The confidence interval was defined as 95%, and sample size error at 5%, and agreement with responses 50%.

The sample size was 384, representing around 30% of faculty members employed at Kuwait University in the different academic ranks of full professor, associate professor, and assistant professor, who numbered 1219 in the 2008 academic year. The questionnaire was distributed using the stratified sample technique, as described in Table 5.

According to Cohen et al. (2007) and Fink (2006), a stratified random sample involves classifying the population into two groups or strata, then selecting a random sample size from each stratum (size).

Table 5: Breakdown of questionnaire sample

ACADEMIC RANK	NUMBER	PERCENTAGE
Full Professor	264	20%
Associate Professor	383	30%
Assistant professor	572	50%
Total	1219	100%

4.2.4 Designing the questionnaire

The questionnaire for this study was designed to reflect the degree of academic freedom available to faculty members in research and publishing at Kuwait University in order to answer the second main research question in this study. The researcher referred to books on educational research methods to develop the aims of the study, the main research questions for which the data would be collected, and the study population, so as to design the format and items of the questionnaire. The researcher also benefited from the experiences in previous work conducted in the same area, reported in the literature review, to create the questions in the questionnaire. Persons with experience in the subject of this study were also consulted and modifications introduced accordingly. Careful consideration was given to ensure clarity of questions, and that the meaning was easily understood, as well as being relevant to the study.

The self-administered questionnaire, which was distributed to a sample of faculty members, used the Likert Scale with a five point attitudinal scale. The respondents were asked to choose one category.

Table 6: Likert scale

Level of agreement	Strongly agree	agree	neutral	disagree	Strongly disagree
weight	1	2	3	4	5

The questionnaire consisted of a set of statements from which to measure the opinions of respondents regarding the study variables. These were designed using the 5-scale Likert Scale, with each response having a weight.

In designing the scale and weight, the researcher reviewed many previous studies in the area of investigation, in addition to carrying out field meetings with faculty members at Kuwait University, and putting open-ended questions to them on the subject of the

research. The researcher also presented the proposed questionnaire to supervisors, and specialists in statistical analysis, and as such prepared the study instrument, which included some measures, as follows:

4.2.4.1 Basic data:

The questionnaire asked about some of the demographic characteristics of the study sample, represented by gender, nationality, age, academic rank, and experience.

The first measure comprised a group of 16 statements and questions designed to measure the opinions and trends in the sample of participants. These were used in evaluating the extent of academic freedom enjoyed by faculty members in conducting research; this measure was coded as (X1).

The second measure comprised a group of 16 statements and questions to measure the opinions and trends in the sample, which enabled the extent of academic freedom enjoyed by faculty members in publishing research to be evaluated; this measure was coded as (X2).

The questionnaire included closed and open questions, where closed questions allowed respondents to make one choice from alternative replies (Oppenheim, 1992). On the other hand, open questions allowed respondents to choose answers in their own way (Fink, 2006).

4.3 Methods of statistical treatment

The researcher used the statistical package SPSS ver.15 on a personal computer to analyse the responses in the questionnaire. The following statistics were derived:

1. Alpha Cronbach measure of the reliability of the instrument;
2. frequency and percentage to describe the sample;
3. measures of dispersion (weighted mean, and standard deviation) to elicit the direction of responses for the sample; and
4. Mann-Whitney U test, Kruskal-Wallis (Chi-Square test) to measure the effect of demographic factors on the theme subject of study (freedom of research and publishing).

4.4 The demographic description of the sample

The demographic description of the sample contained some personal data related to the participants. In the following, we present the frequency, and percentage, and an analysis for each factor.

4.4.1 Gender

Table 7: Frequency and percentage for the study sample in terms of gender

GENDER					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FEMALE	79	20.6	20.6	20.6
	MALE	305	79.4	79.4	100.0
	Total	384	100.0	100.0	

Table (7) and figure (2) present the frequencies and percentages for the study sample in terms of gender.

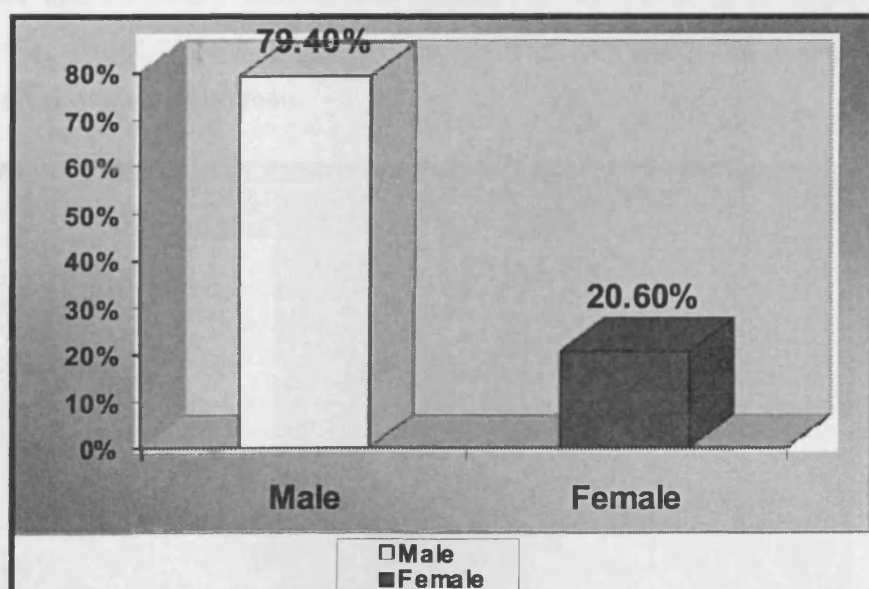


Figure 2: frequencies and percentages of the study sample with regard to gender

From the table and figure above, we find that the percentage of males in the study sample was 79.40%, while the percentage of females was 20.6%. This reflects the higher proportion of males compared to females in the study sample, which is attributed to the nature of the job market in Arab societies, where the proportion of women in employment is low compared to men; however, it ensures to a large degree that the sample includes the opinion of both.

4.4.2 Nationality

Table (8) and figure (3) present the frequencies and percentages for the study sample in terms of nationality.

Table 8: frequencies and percentages of the study sample with regard to nationality

NATIONALTY					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FOREIGN	121	31.5	31.5	31.5
	KUWAITI	263	68.5	68.5	100.0
	Total	384	100.0	100.0	

The previous table and figure illustrate that the percentage of Kuwaiti academics was 68.5%, while non-Kuwaiti academics constituted 31.5% of the sample. This result indicates that the study sample was inclusive of all the cultures employed at the University, which would likely lead to differing responses based on the cultural background of the respondents.

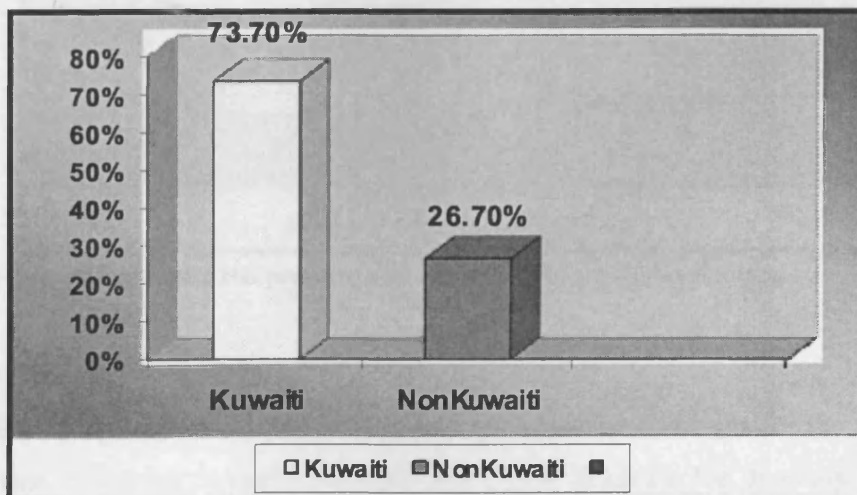


Figure 3: frequencies and percentages of the study sample with regard to nationality

4.4.3 Age

Table (9) and figure (4) present the frequencies and percentages for the study sample in terms of age.

From the table and figure above, we can see that the age group (25-less than 35) constituted 39.3% of the sample. On the other hand, the age group (35-45) constituted 35.7%. While the age group (over 45) made up 25.0% of the sample. This reflects the balance in the sample, and was inclusive of the opinions of all age groups among academics. This contributes to the validity of the study results.

Table 9: frequencies and percentages of the study sample with regard to age

		AGE			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25- LESS THAN35	151	39.3	39.3	39.3
	35- LESS THAN45	137	35.7	35.7	75.0
	45 AND OVER	96	25.0	25.0	100.0
	Total	384	100.0	100.0	

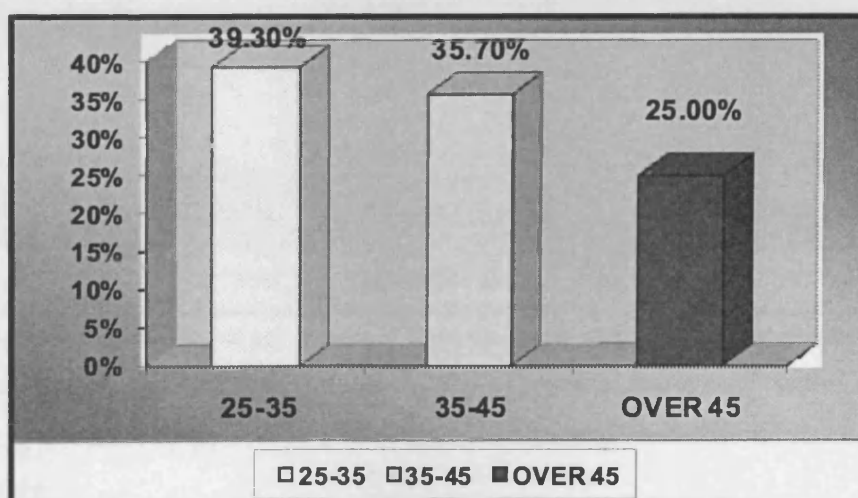


Figure 4: frequencies and percentages of the study sample with regard to age

4.4.4 Academic rank

Table (10) and figure (5) present the frequencies and percentages for the study sample in terms of academic rank. The table and figure illustrate the diversity in academic ranks within the sample.

Table 10: frequencies and percentages of the study sample with regard to academic rank

TITLE		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STAFF	180	46.9	46.9	46.9
	ASS. PROF	120	31.3	31.3	78.1
	PROF.	84	21.9	21.9	100.0
	Total	384	100.0	100.0	

This would reflect differing responses according to the academic rank, where the

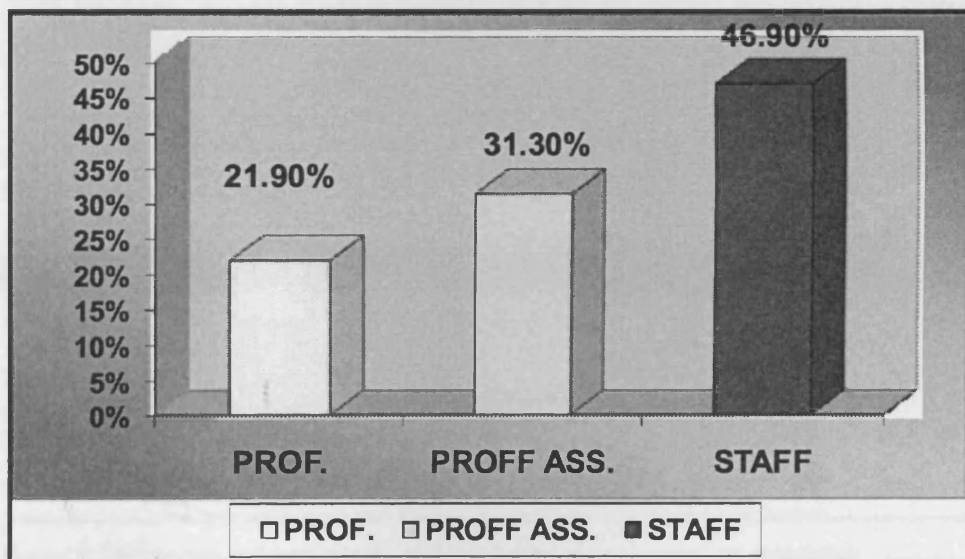


Figure 5: frequencies and percentages of the study sample with regard to academic rank
percentage of full professors was 21.9%, associate professors were 31.3%; and assistant professors were 46.9%. This gives further confidence in the results derived in the study.

4.4.5 Experience

Table (11) and figure (6) present the frequencies and percentages for the study sample in terms of experience.

Table 11: frequencies and percentages of the study sample with regard to experience

EXPERIENCE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN 5 YEARS	45	11.7	11.7	11.7
	5- LESS THAN 10 YEARS	163	42.4	42.4	54.2
	10- LESS THAN 15	101	26.3	26.3	80.5
	OVER THAN 15 YEARS	75	19.5	19.5	100.0
	Total	384	100.0	100.0	

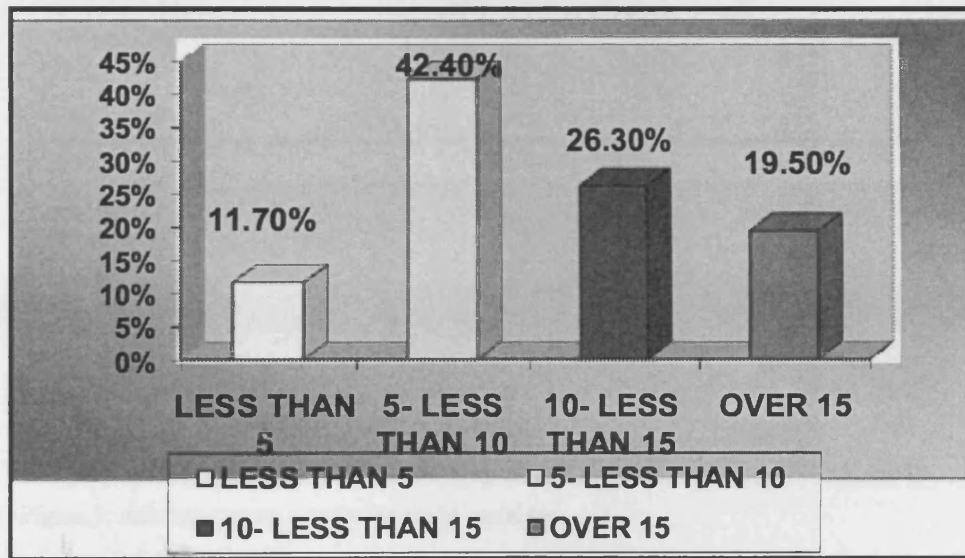


Figure 6: frequencies and percentages of the study sample with regard to experience

The table and figure demonstrate the variety in experience across the study sample. Those faculty members with less than 5 years experience constituted 11.7% of the participants. Faculty members with experience of between 5-10 years constituted 42.45%, academics with experience of 10-15 years made up 26.3% of the sample, while academics with over 15 years experience constituted 19.5% of the sample. This reflects confidence in the results of the responses, given that all levels of experience are represented in the sample, with diversity in personal preference, and academic experience.

4.5 Measurement of reliability

The reliability in the trend of responses across the study sample was measured. This ensured that the study instrument (survey questionnaire) was reliable in measuring the study variables. This was done using the Alpha-Cronbach measure of reliability. Table (12) and figure (7) present the values of Alpha-Cronbach.

Table 12: values of Alpha-Cronbach measure of reliability in terms of study variables

Variable	code	Number of statements	α
The extent of academic freedom enjoyed by faculty members in conducting research	X1	16	62.0%
The extent of academic freedom enjoyed by faculty members in publishing research	X2	13	69.1%
Overall reliability	Total	29	70.5%

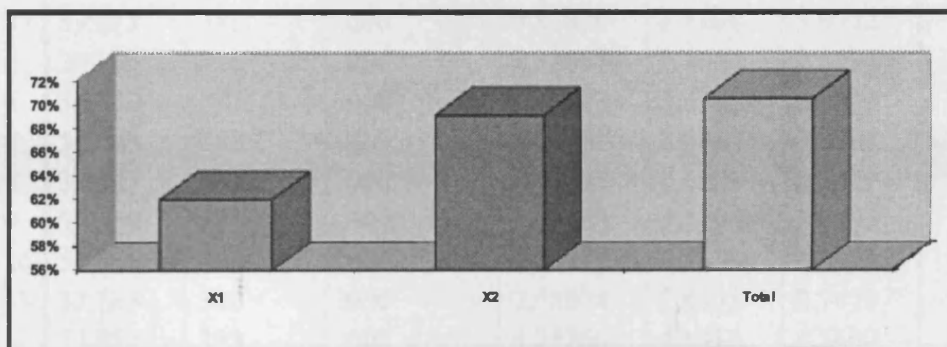


Figure 7: reliability measures for the study variables

The table and figure above present the reliability measures for the variables defining academic freedom enjoyed by faculty members in conducting research, which was 62.0%. On the other hand, the variable of academic freedom enjoyed by faculty members in publishing research was 69.1%. The overall reliability measure was 70.5%, which reflected a satisfactory level of reliability for the study instrument, and gives confidence in the reliability regarding the responses and trends in the study sample in terms of the survey instrument.

4.6 Discriminate Validity

Any natural phenomena is subject to a normal distribution, which distinguishes between three groups: upper 25% mean 50% lower 25%

For the instrument measurement statements to be true, then the opinions and responses of the upper group in the sample must differ with that of the lower group in the sample. If the trend in responses to a statement did not differ between these groups, then this

statement is not true, since it does not distinguish between these two groups, and must be removed from the measure.

Table 13: tests of discriminate validity for statements in the survey questionnaire

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
X1	57.140	383	.000	3.71615	3.5883	3.8440
X12	32.493	383	.000	2.65365	2.4931	2.8142
X13	51.145	383	.000	3.59896	3.4606	3.7373
X14	59.032	383	.000	3.84896	3.7208	3.9772
X15	29.185	383	.000	2.32031	2.1640	2.4766
X16	33.912	383	.000	2.77083	2.6102	2.9315
X17	51.949	383	.000	3.63281	3.4953	3.7703
X18	33.837	383	.000	2.78125	2.6196	2.9429
X19	52.659	383	.000	3.61458	3.4796	3.7495
X110	56.841	383	.000	3.76823	3.6379	3.8986
X111	32.123	383	.000	2.58854	2.4301	2.7470
X112	77.882	383	.000	4.25260	4.1452	4.3600
X113	29.335	383	.000	2.19271	2.0457	2.3397
X114	31.074	383	.000	2.51563	2.3564	2.6748
X115	70.716	383	.000	4.13542	4.0204	4.2504
X116	31.804	383	.000	2.54948	2.3919	2.7071
X2	30.536	383	.000	2.39063	2.2367	2.5446
X22	32.094	383	.000	2.64844	2.4862	2.8107
X23	52.340	383	.000	3.63021	3.4938	3.7666
X24	59.507	383	.000	3.82813	3.7016	3.9546
X25	55.582	383	.000	3.70573	3.5746	3.8368
X26	57.669	383	.000	3.75781	3.6297	3.8859
X27	28.946	383	.000	2.16927	2.0219	2.3166
X28	52.707	383	.000	3.63802	3.5023	3.7737
X29	27.714	383	.000	2.01042	1.8678	2.1530
X210	28.074	383	.000	1.98177	1.8430	2.1206
X211	53.222	383	.000	3.63281	3.4986	3.7670
X212	29.162	383	.000	2.24740	2.0959	2.3989
X213	29.390	383	.000	2.31250	2.1578	2.4672

The table above illustrates the differences between the upper and lower groups, i.e. the responses of the study sample had distinguished between these upper and lower groups. This indicates that the trend of upper compared to lower groups have differed.

From the foregoing, and based on the results of the reliability measure, and the tests of discriminate validity, the study instrument (survey questionnaire) has been shown to be reliable and valid in measuring the variables of the study, and as such can be depended upon in the analysis of responses gathered.

4.7 The Interview Schedule

The interview was the second main method of information gathering in this study. The interview was defined by Cannell and Kahn cited in Cohen et al. (2007, p.269) as follows:

“A two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by research objectives of systematic description, prediction, or explanation.”

4.7.1 The advantages and disadvantages of interview

The importance of using this method stems from certain advantages that are not found in a questionnaire. According to Gay (2000) and Robson (2002), one advantage that the interview has is that it possesses flexibility and is an adaptable way of collecting information. This flexibility in the interview will help interviewees build their own account, and express their feelings and viewpoints. For example, the interview with faculty members in this study would help in understanding the subject meanings that faculty members attach to academic freedom. These would allow for new thoughts and emerging issues, as well as their specific responses to the themes of the study and draw out detail information about a particular situation. The interviewer can also adapt to the situation and subject by establishing a relation with the interviewee through direct verbal interaction, which allows greater information to be collected for explanation; this cannot be achieved by other data collection instruments (Gall et al., 1996). This additional information and explanation gives depth to the data, and provides supplementary information and details about the subject, which cannot be obtained by a questionnaire. In addition, it allows the interviewer to control the situation and collect supplementary information (Frankfort-Nachmias, and Nachmias, 1996). Moreover, it easily provides greater explanation of specific problems that arise, and clarifies any misunderstanding of the research questions (Oppenheim, 1992). Furthermore, the interview allows the interviewer to probe areas of intersection as they arise during the interview, and prevent misunderstandings.

Despite the advantage of the interview, there are a number of disadvantages to be encountered. The interview tends to be quite costly and time consuming; for example, high travel cost, many research questions and complex process of data gathering and coding (Oppenheim, 1992). Also, the interview can be affected, and vulnerable, typically to interviewer bias (Frankfort-Nachmias, and Nachmias, 1996). It also requires preparation, skill, and training on part of the interviewer (Robson, 2002).

Therefore, the issues raised above were considered by researcher to maximise the advantages and minimise the disadvantages of both methods, and as much as possible gain reliable and valid data.

4.7.2 Designing the type of interview schedule

It is important to consider the type of interview in relation to the kind of data that the researcher hopes to obtain, in terms of rich data, to answer the main research questions. Thus, interviews reveal adequate data for his/her research questions. Pole and Lampard (2002, p.129) explain:

“ ..., by considering these factors at research design stage, it should be possible to identify the most suitable kind of interview for the needs of the research.

What is his hope to achieve by using interviews in data collection. Having done this, he/she will then be able to decide on what kind of interview to use and to draw up an interview guide or discussion document accordingly.”

The researcher interviewed faculty members to understand their viewpoints and gain information (data) to explore views and opinion in more detail on the different topics, according to the themes of the study. This allowed faculty members to express their own opinions, and ideas of their own reality in words, and answer the main questions in this study. Therefore, the researcher conducted unstructured face-to-face interviews with faculty members in Kuwait University. The researcher used this type of interview to collect data in greater detail from faculty members regarding two main themes, i.e. faculty members' definitions of academic freedom in how they get to know what it means for them, and the obstacles to their freedom in conducting research and publishing. The advantage of using this type of interview to collect information about the above themes is that this type of interview allowed the respondent the freedom to express and talk about themselves as experts. Accordingly, Guba and Lincoln (1981, p.165) explained the advantage of this type of interview:

“Unlike, the structured interview, the unstructured or “elite” interview is much less abrupt, remote and arbitrary than is the structured interview. It is used more often in situations where the investigator is looking for non-standard and /or singular information”.

4.7.3 Choice of interview sample

It is important to consider the type of people selected for interview. The participants in interviews should be chosen to give in depth information on the topic investigated (Esterberg, 2002). The researcher chose his sample from mainstream university colleges, focusing mainly on two academic disciplines, namely humanities and natural sciences, and based on referring to faculty members with experience in the issues related to this research. This ensured that faculty members would articulate different experiences and views related to the issues surrounding faculty members’ academic freedom. Finally, the researcher believed that conducting around 20 interviews with faculty members was enough to collect adequate data regarding faculty members’ academic freedom, taking into consideration research ethics when conducting such interviews.

4.8 Ethical Issues

In order for the researcher to conduct this research at Kuwait University, he considered the ethical issues regarding the research investigation.

4.8.1 Access

The first step for the researcher in this study was to gain permission to use all facilities required for this investigation at Kuwait University, and also gain access to the field where this research is to be conducted.

Normally in Kuwait, researchers must contact the authorised people, who have direct responsibility in any organisation to grant permission (give access) to the field where the study is to be conducted.

A number of initial steps were undertaken:

- The researcher informed the administration of Kuwait University in an official letter that he intended to carry out his research in the University and discussed with them the topic of the research, its purpose, and its importance to the university, as well as the ethical considerations. As a result, he was granted full permission to carry out his research. The researcher gave the university administration guarantees

that all the information collected from the various sources was protected by means discussed in later sections of this thesis.

- The university administration agreed to provide any assistance that would help the researcher complete his research and publish his findings in the future, and to use the university name in this study. The university also promised the researcher to provide help with any potential problem encountered in the study.

4.8.2 Informed consent

Since the researcher chose academic staff members for the sample of his research, he must provide informed consent forms (ICFs). These would fully and clearly explain all the necessary information, which would be sufficient to enable all participants decide whether to participate in the research, or not. According to Bogdan and Biklen (1998), there are some particular principles of ethics, which have to be considered as bases for research. These practices are: subjects' identities should be protected, treating subjects with respect and securing their cooperation in the research, and negotiating permission with participants to do the study and seek the truth when writing and reporting findings.

A number of areas are covered by the ICF, namely, an introduction to the research topic, the main aims and objectives of the research, and an explanation of the main questions that the researcher was going to address in his proposal. Also covered in the form, were issues of anonymity, confidentiality, how the data was going to be used, contact information, as well as issues regarding publication, storage and disposal of data. The researcher would inform all participants about all aspects of the research in order that they may decide whether or not to participate, and to prevent any misunderstanding of the nature of the research from coming between them and their ability to reach a fully informed decision (Oliver, 2003).

With regard to the main questions presented to the participants in the study, the researcher would explain them, in their various aspects. The explanation would mention all issues of faculty members' academic freedom, which were to be investigated in this study.

The researcher would allow participants sufficient time to answer questions, and also assure them they were free to decline to answer any question in the study, or decline to discuss any particular topic without having to provide a reason for doing so. If the participant wished, they could also withdraw completely from the study at any time,

without advance notice and without giving any reason, as advised by Gay and Airasian (2000).

For example, if a participant while filling in the questionnaire decided not to continue, due to a perceived emotional distress that their answers may cause them, they were allowed to withdraw without being asked the reason for changing their mind. The researcher only asked if they wished to continue at a later date; if so, their answers would be kept for that later date. If on the other hand, they decided not to continue, the information they provided would be destroyed and their participation, in accordance with the outlined confidentiality agreement, not be mentioned to anyone.

Also, if the researcher noticed any discomfort on the part of the participant regarding any part of the study, the researcher would try and ease the situation. Moreover, if the participant allowed, the researcher would discuss the reasons behind such a reaction in order that the researcher may take such factors into consideration when working with other participants, to minimise any possible harm and protect the participant from any inconvenience. Sieber and Stanley (1988) advise researchers to take such action as to reduce risks in the research. They suggest that this can be done by the identification of these risks, and then assessing them in such a way as to find out the positive and negative effects in taking such risks. Therefore, in designing the interview and questionnaire, the researcher reviewed all the questions perceived to be on sensitive areas, according to Kuwaiti culture. For example, he did his best to use an acceptable method of stating the questions to the participants based on considerations for Kuwaiti culture, to minimise any possible embarrassment or distress. In this regard, a review of the questions by expert academics in Kuwait and the UK was conducted before undertaking the research. These steps aimed to help participants feel at ease, and to help develop a cooperative relationship between the researcher and the participants.

Therefore, the researcher, as advised by Wilson (1993), aimed to learn from the participants through a relationship based on mutual respect and openness; however, being aware not to exaggerate this relationship and always remain neutral.

The researcher also encouraged participants to reflect upon their experience of the interview conversation, and how valuable they found the conversation in order to comfort them and give them another chance to participate in the future, and reveal more data (Schatzman and Strauss, 1973).

The researcher also provided full personal information about himself, such as his name, area of his study, the sponsor of his research, the university in which his work is

being supervised and the researcher's address in Kuwait and the UK, including his email, to allow all participants to contact him for any enquiry in the future.

The researcher asked all participants to read the ICF carefully and were given the time they felt necessary to do so. They were then contacted by telephone, email or face-to-face. They were encouraged to ask any question, make any comments or raise any concerns regarding the document in order to help them decide whether or not to participate.

From the researcher's experience working in Kuwait University, academics and students in the university are very helpful in participating in the issues related to their affairs.

For example, several academic articles were published in academic journals in Kuwait University related to the academic affairs of teachers, students and policy makers in Kuwait and other Arab countries, which indicates a willingness to participate in such studies. These studies have indicated that the participants value such efforts that benefit higher education, and which contribute to improving the educational system. Therefore, the researcher felt very confident that the academics of Kuwait University would be willing to participate in this research.

4.8.3 Anonymity

The researcher assured participants that their names and positions would not be mentioned in the research, and that he will use pseudonyms instead of real names; it was important to protect their identity, and make them feel confident enough to express their opinions freely. When fictional names are used for places or people, the researcher did not use names that might in any way identify the participant's gender, position or religious belief, all in order to protect the person's anonymity to the best of the researcher's ability. For example, instead of mentioning a real name like Ali Khalid, the researcher will use the one the academic member says or states. Lee (1993) explains that one of the advantages of promising the anonymity of the participants is to make them feel more confident to be objective in their views and make them objective throughout the research process. In addition, the researcher always used general terms like: academics or faculty members to refer to academic staff members and broad names for departments, such as the Department of Science, instead of the specific department name, whenever it was necessary for it to be mentioned in the research.

For example, in an unpublished PhD by Al-Zyoud (2001), which discusses the issue of academic freedom in some Jordanian public universities, he mentions the names of the universities which took part in this study. The sample for this study was composed of academic members, including faculty members and policy makers. Also included in the study were graduate students.

From the above study, the researcher felt confident that there will not be much concern from the point of view of the participants in regard to the issue of anonymity. However, the researcher preferred to keep participant details anonymous to avoid any possible inconvenience on their part.

There was no mention or explanation (given in writing in this thesis) of any of the demographic attributes relating to the participants in the interviews, such as the interviewee's name, gender, academic rank, specialisation, or any other indication that may lead to the person being identified. This was due to the ethical position adopted in this research, in both respecting and responding to the request of the interviewees, that nothing, in terms of these demographic attributes, would be published in this thesis. This is quite typical and normal given the nature of the majority of academic research relating to applied studies in social sciences conducted in Kuwaiti society, which must remain respectful of the general culture. Moreover, this is also the norm in the university environment with respect to academic research. This comes under the heading of respect for the culture of the interviewees and the society in which the study is being conducted. The interviewees explained to the researcher that they would not be happy, if any of their demographic descriptions appeared in this study. Therefore, the researcher, based on the foregoing reasons took all reasonable precautionary measures to protect the identity of interviewees, Kuwait University teachers, enabling them to feel greater confidence, and ensuring frank and objective responses to the interview questions that were part of the study. In this way, University teachers at Kuwait University, who participated in interviews, were able to express their ideas and opinions clearly, and objectively, especially with respect to the sensitive issues raised at interview. Hence, this approach minimised the risk they were exposed to, in responding to the interview questions, and avoided any reluctance to tackle the sensitive issues. Importantly, protecting the identity of the individual interviewees was a precautionary measure taken in this context.

The researcher remained aware that if he considers that there is a risk, when including the description of the data, which might be considered sensitive, he would edit the data, in such a way as to ensure anonymity by disguising identities, and rephrasing

statements in order that no harm comes to the respondents, and in order that readers cannot identify the person, while always maintaining the original meaning of the data.

4.8.4 Confidentiality

The researcher explained that all the information that respondents provided was to be used only for academic research purposes. They were assured that access to the data collected would only be available to his supervisors for academic advice, when necessary, with due consideration to the issues of anonymity and confidentiality.

Participants were informed that a summary of the findings would be sent to all participants for feedback to be used in the study. The researcher also made it clear that copies of the thesis were to be sent to the British Library and Cardiff University. Here I would like to mention that Kuwait University have no right to use, publish or copy any part of the researcher's thesis without his permission.

In addition, the researcher will take into consideration the privacy of all participants in making sure no third party is present during any part of the study, particularly as Kuwaiti culture, in certain circumstances, allows for colleagues to involve themselves in a discussion taking place between friends.

With regard to publishing the findings of the research, the researcher assures that this decision will be based on the extent of the sensitivity of the data.

Lee (1993) explains that researchers should exercise self-censorship by asking themselves questions about what kind of data could be published, and whether the revelations will have positive consequences. Researchers should make clear statements to all participants about the people who will have access to the data provided, and assure them that the identities of respondents remain anonymous.

4.8.5 Accuracy

It was explained that participants would allow the researcher to use any statements they make during the study. The researcher would ask the respondents if they wished to rephrase any particular answer in a way that makes the answer more accurate. Therefore, the researcher would make sure that what he writes during the interview is the same as what respondents intended. Where answers were not clear, the researcher would ask the participant to explain what they meant. Participants were informed that they also had the right to review their answers during and at the end of the study; this was to help participants remember what they mentioned, in case they wished to make any final changes. Participants also had the right to withdraw statements.

The researcher also made sure that the location where the data was collected was best suited to the participant, be it in the work place, the participant's home, or in any public area. The researcher also tried to find the best time for the participant to partake in the study, in order for the participant to be able to take their time when answering questions as opposed to imposing times on the participants, when they were busy, which may result in the participant giving inaccurate or hurried answers.

These steps aimed to provide the participants with an environment where they could participate at ease and with minimal external influences.

4.8.6 Data recording and disposal

It was stated that participants had the right to negotiate with the researcher on any particular method that is best suited to them for data recording. If the participant asked that the interview be recorded by the researcher, the participant would be allowed to request the tape recording be stopped at any time during the interview.

The participant would be assured that all recordings of data would be disposed of, after a set period of time after the completion of the research, to allow the researcher access to the material if needed. This was to be done by deletion of computer data, overwriting any magnetic tape recording, and shredding any paperwork.

Oliver (2003) suggests placing the tape or disc recorder where it can be easily reached by the interviewee and to explain to them from the beginning that they may use the pause button at any time, which means that the interviewee has absolute control over the recording process. He gives an example that the researcher can advise that for a specific question the participant can hold down the pause button to reflect, and that they also had the right to stop the recording of a particular session if they wished. Another suggestion was to give the interviewee the opportunity to play back the tape or disc at the end of the interview to check the accuracy of what they had said, and reflect on what they said. He emphasises that the importance of this step is to obtain accurate data that reflects the views of the participants.

4.9 Data presentation and Analysis

4.9.1 Questionnaire

The analysis of the data was carried out with a view to address two types of data collection methods, survey (questionnaire) and interviews. The Statistical Package for Social Sciences (SPSS) was used to analyse the faculty members' responses to questions two and three in this study.

In order to analyse the quantitative data, the responses were entered into an IBM-compatible personal computer (PC) using appropriate descriptive statistical techniques and analyses, which were applied to the data, as mentioned earlier in this chapter.

4.9.2 Interview

The data from unstructured interviews with faculty members at Kuwait University was presented and analysed to provide answers to the first and fourth questions in this study.

The approach relied on the grounded theory approach of Glaser and Strauss (1967), and data was analysed as follows:

- The researcher assigned initial data to a few tentative categories, and then added new data to them that fitted the old categories.
- New categories were created for new data, which did not fit in the old categories.
- All data was kept for continuous revision; keeping them free from imposing personal and preconceived ideas to create consistent categories.

Thus, the data was categorised and coded by looking at common responses to each question mentioned frequently by different interviewees for the two groups. The data was then gathered and analysed, while crediting it to the subjects. Then it was referred to, and retrieved using indexes to display and present it, while considering the different viewpoints of respondents regarding the research problem. Following this process allowed for thematic concepts and categories to be placed into theoretical frameworks. For example, relevant quotations from unstructured interviews of faculty members would be selected to represent emerging issues and themes; then the researcher would look at the emergent themes that answer the main research questions.

In line with the grounded theory approach in analysing the data, it was also important to show how the researcher worked out, shaped and collected the data. Since the researcher had no direct personal experiences with faculty members, this was considered beneficial within the qualitative paradigm, as the researcher was relatively restricted by preconceived ideas and assumptions, and thus more open to the issues arose.

The data that the researcher looked for were the different views of faculty members in their definitions of academic freedom within Kuwait University, and the types (forms) of obstacles that faculty members at Kuwait University encountered that affected their freedom in conducting research and publishing.

4.10 Pilot study

The main purpose of conducting a pilot study was to test the validity and reliability of the questionnaire related to some aspects of the academic freedom available to faculty members at Kuwait University. In this way, the researcher validated the questionnaire to check if the format and content of the questions in the questionnaire were suitable for the theme being investigated, and easily understood by different respondents as far as possible. Another purpose of conducting a pilot study was to check the reliability of the questionnaire by checking the accuracy of the instrument, such as the consistency of responses across all the questions.

On the other hand, the pilot study also helped the researcher detect any ambiguity in the questionnaire, which could be modified or omitted in the main study, and revealed any unexpected problems that might arise when administering the questionnaires. In addition, gaining some experience in working with the respondents, and using the right methods when administering the questionnaire in the main study.

The advantage of conducting a pilot study, according to Borg and Gall (1996, p.70), is outlined as follows:

“It often provides the research worker with ideas, approaches and clues not foreseen prior to the pilot study, it generally reduces the number of treatment errors because unforeseen problems revealed in the pilot study may be overcome in redesigning the main study; it may save the researcher a major expenditure of time and money on a research project that would yield nothing; in many pilot studies it is possible to get feedback from research subjects and other persons involved that leads to important improvements in the main study; in the pilot study, the research workers may try out a number of alternative measures, and then select those that produce the best results for the main study”.

4.11 Pilot questionnaire

The pilot study for the questionnaire was carried out in Kuwait University from the 12th to the 30th of January 2008. The first step was to check the validity of the questionnaire design, the format and items of the questionnaire taking into consideration advice found in books on educational research methods, the research questions for which the data would be collected, the aim of the study and the study population. In addition, the researcher benefited from reviewing literature, such as books, academic articles related to Kuwaiti higher education culture in the same field.

All the previous procedure was taken to ensure that the questionnaire would be clear and easily understood and answered by different respondents as much as possible. Once comments and criticisms had been received from experts, the researcher made necessary changes to the questionnaire. The problems which arose enabled the researcher to amend or to omit them, so as to avoid these problems in the main study. The researcher then revised and modified the questionnaire in accordance to the recommendations made by respondents in order to achieve maximum validity in the pilot study. By doing so, the questionnaire had been changed and improved.

4.12 Summary

This chapter presented the methodological approach of how the study was constructed. The chapter also described the ways of selecting the study sample of faculty members for the questionnaire survey. It also described the data collection and analysis methods for both questionnaire and interviews. Moreover, this chapter described the pilot study aimed at improving the conduct of the main study.

CHAPTER 5. QUESTIONNAIRE ANALYSIS AND RESULTS

5.1 Introduction

This chapter presents and analyses the results of the questionnaire distributed to faculty members, in relation to providing answers to the second research question. This aimed to identify the extent of the knowledge on academic freedom of faculty members, in the rank of full professors, associate professors, and assistant professors, in terms of two main themes; (i) freedom to conduct research, and (ii) freedom to publish research. The researcher presents, analyses, and discusses the results derived from the items in the purpose-designed questionnaire. Then, these results are categorised under sub-themes that come under the main themes mentioned (freedom to research, and to publish). The results are then analysed, discussed, and commented upon, in order to provide a clear picture of the extent to which faculty members enjoy academic freedom; more precisely, the freedom to conduct research, and the freedom to publish. Moreover, the key results of the questionnaire are summarised, and the most important negative factors (nodes) that affect and hinder faculty members' freedom to research and publish; these negative factors may then be tackled with the aim of improving the situation vis-à-vis the academic freedom of faculty members at Kuwait University in undertaking research and publishing the outcomes of such research.

The chapter also aims to answer the third question related to determining the statistical significance of, and differences among, demographic variables, such as gender, nationality, age, academic rank, and work experience with regard to the freedom of faculty members in the areas of research and publishing at Kuwait University. The results of tests of statistical significance and differences between demographic variables and the freedom in research and publishing for faculty members at Kuwait University will be presented; these are based on assumptions made in the study hypotheses. Comments will be made at the end of the chapter regarding the main findings of this study.

5.2 Results and analysis of questionnaire items regarding academic freedom of faculty members in undertaking research at Kuwait University

The questionnaire was administered to measure the extent to which faculty members at Kuwait University enjoy freedom in the areas of research and publication. The responses were analysed initially using the summary statistics of mean, frequency, and

standard deviation. The results arising from the questionnaire survey statements and items were as follows:

5.2.1 Responses to Questionnaire Part 1 - Statement 1

Statement 1: I believe that administrative procedures in applying for funded research contracts hinder my freedom to conduct research.

X11

Table 14: Summary of responses to questionnaire part 1 - statement 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	28	7.3	7.3	7.3
	DISAGREED	50	13.0	13.0	20.3
	NEUTRAL	63	16.4	16.4	36.7
	AGREED	105	27.3	27.3	64.1
	TOTALLY AGREED	138	35.9	35.9	100.0
	Total	384	100.0	100.0	

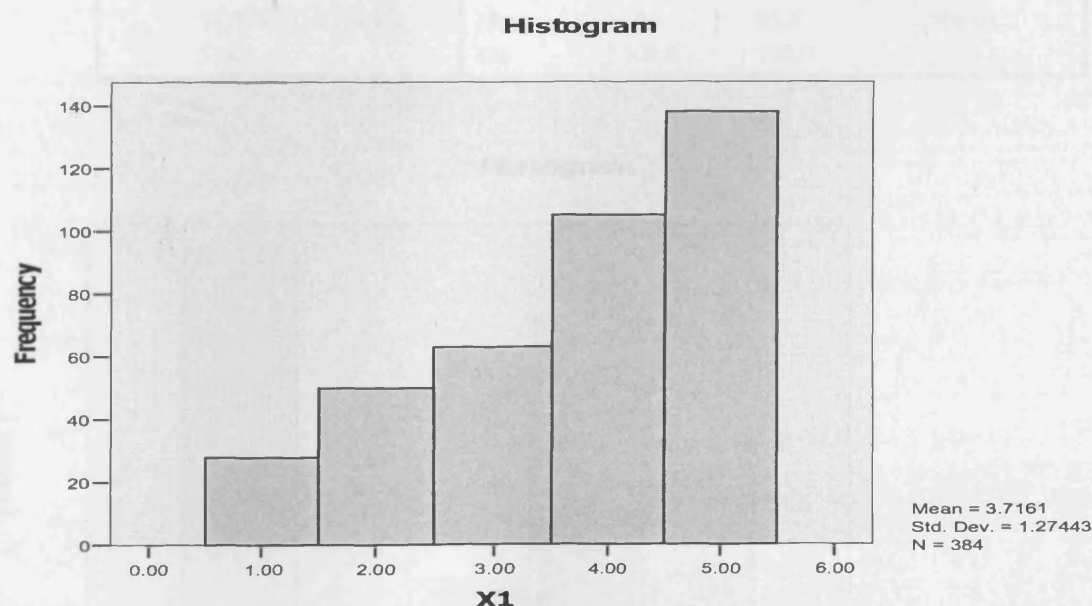


Figure 8: Histogram of responses to questionnaire part 1 - statement 1

The table and figure above illustrate that the trend among responses by the study participants lay between disagreement and agreement. The sample mean was 3.7161, which is higher than 3.00, the central weight value. This indicates that, overall, the study respondents agreed with this statement. Such agreement is perhaps due to the

bureaucracy found in the administrative procedures involved in making applications for funded research contracts; such bureaucracy is an obstacle to the freedom of faculty members in conducting research. The majority of theoretical studies point to the negative impact of bureaucracy in Kuwaiti university administration on the freedom of faculty members in undertaking research. This represents a weakness in terms of the situation regarding the academic freedom of faculty members in conducting research at Kuwait University.

5.2.2 Responses to Questionnaire Part 1 - Statement 2

Statement 2: I believe I receive sufficient funding to carry out my research.

X12

Table 15: Summary of responses to questionnaire part 1 - statement 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	150	39.1	39.1	39.1
	DISAGREED	52	13.5	13.5	52.6
	NEUTRAL	41	10.7	10.7	63.3
	AGREED	63	16.4	16.4	79.7
	TOTALLY AGREED	78	20.3	20.3	100.0
	Total	384	100.0	100.0	

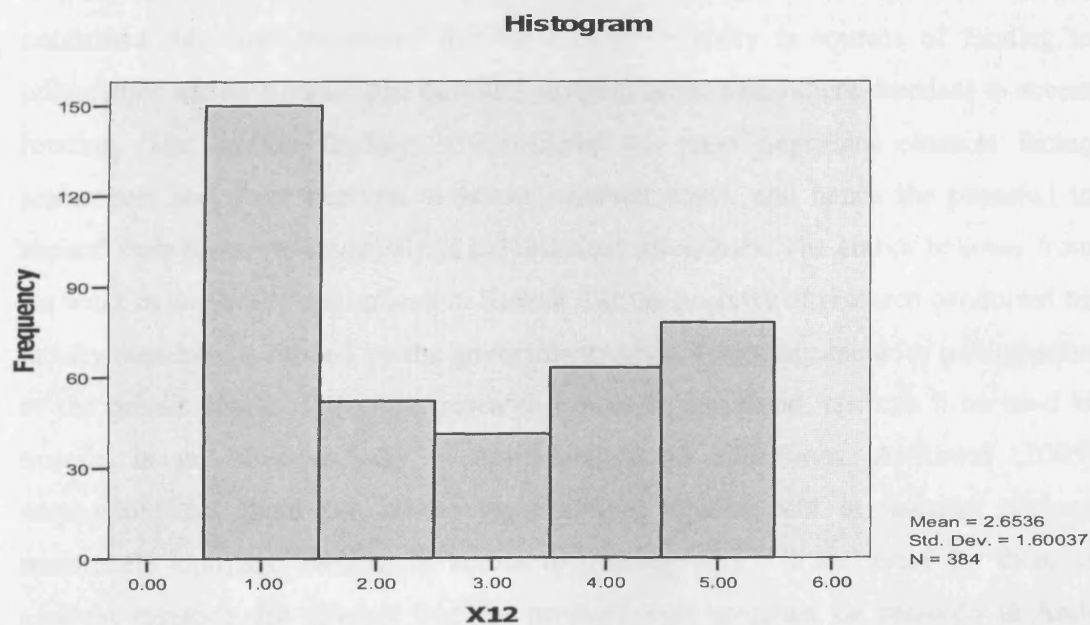


Figure 9: Histogram of responses to questionnaire part 1 - statement 2

The previous table and figure show that the trend in the responses of the study sample varied between disagreement and agreement; however, the sample mean was 2.6536, which is less than the central weight value of 3.00. This indicates that the respondents in the study sample did not agree with the statement, and that there was variation in terms of gaining the funding necessary for doing research. This represents both a weakness and obstacle in terms of faculty members' academic freedom to conduct research at Kuwait University. The reason may be the limited funding, which forces the faculty member to undertake his research independently, and without funding. This is because the majority of universities in Kuwait do not financially support research that is not funded otherwise; therefore, faculty members must seek funding externally, in order to be able to carry out research. As for those researchers who are successful in securing funding, theoretical studies indicate that in the majority of cases, this funding is relatively limited, which prevents the researcher from improving on his research or expanding it. Al-Jarf (2005) emphasises in his study that the limited and restricted funding in the Arab world is one of the most prominent obstacles to the freedom of researchers wishing to expand and develop their research. Moreover, the funding body sometimes compels the researcher to use such funds within areas specified by them, and may not necessarily adopt the view of the researcher himself. Even if the researcher believed in the need to investigate other areas, he will need funding, which is generally only available from one body, the university itself. Al-Hasawi (2001) confirmed this, and considered that the lack of diversity in sources of funding in universities within Kuwait, and the Gulf, severely limits researchers' freedom to access funding. The limited funding is considered the most important obstacle facing researchers and their freedom to secure research funds, and hence the potential to expand their research, especially in the technical disciplines. The author believes from his work in university institutions in Kuwait that the majority of research conducted by faculty members is funded by the government, while a minority includes participation of the private sector. Therefore, research cannot be expanded, nor can it be used to benefit, in an effective way in developing State institutions. Al-Rawai (2005) emphasises that there can be no expansion or development in research without researchers enjoying freedom of access to funding, which is sufficient for them to conduct research. He stresses that the proportion of spending on research in Arab countries, generally, is quite low, and does not exceed 0.2% of Arab GDP compared to the developed countries.

5.2.3 Responses to Questionnaire Part 1 - Statement 3

Statement 3: I find it easy to acquire the materials, and technical resources to conduct my research.

X13

Table 16: Summary of responses to questionnaire part 1 - statement 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	45	11.7	11.7	11.7
	DISAGREED	47	12.2	12.2	24.0
	NEUTRAL	61	15.9	15.9	39.8
	AGREED	95	24.7	24.7	64.6
	TOTALLY AGREED	136	35.4	35.4	100.0
	Total	384	100.0	100.0	

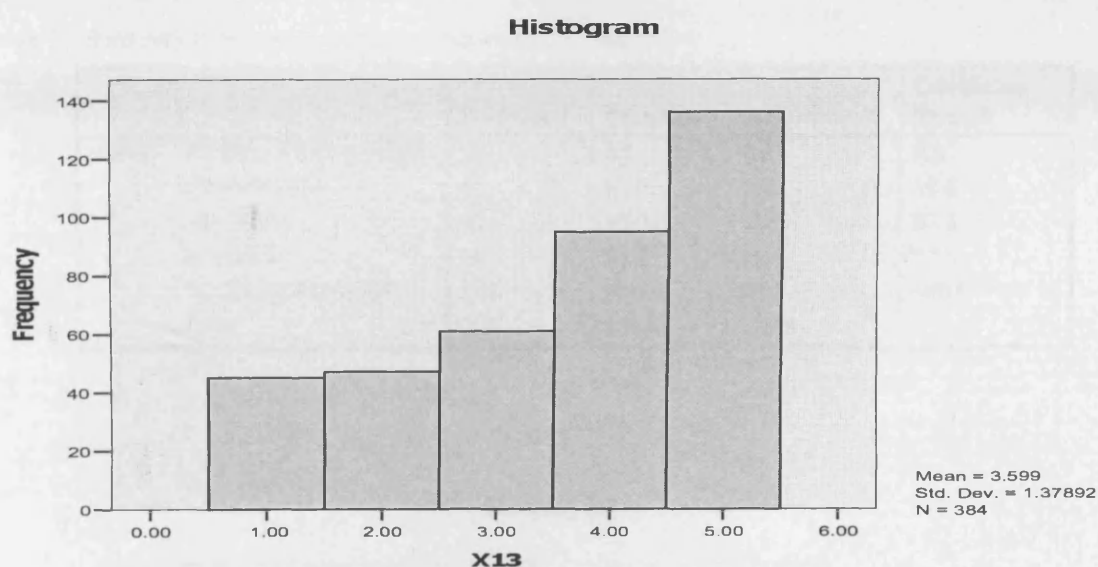


Figure 10: Histogram of responses to questionnaire part 1 - statement 3

The table and figure above show that the responses from the study sample varied between disagreement and agreement, where the sample mean was 3.599, which is higher than the central weight value (3.00). This means that the respondents in the study sample agreed on the content of this statement, and that it is relatively easy to secure the materials and technical resources to conduct research. This represents a point of strength with regard to academic freedom in carrying out research enjoyed by faculty members at Kuwait University. This may be attributed to the fact that the university provides the majority of essential resources in terms of research needs whether in the form of support staff, or equipment for research. Such provisions can be

used by university students at both undergraduate and postgraduate levels, as well as university teachers in the research they conduct, whether for the purpose of furthering their teaching and providing lecture materials, or any other research that may be conducted using such facilities. These provisions represent the essentials in conducting any research. This is emphasised in the regulation regarding research at Kuwait University, which stipulates that the university must provide all research materials for official projects, including technical staff to maintain and repair such instruments and resources, as needed.

5.2.4 Responses to Questionnaire Part 1 - Statement 4

Statement 4: It is easy to secure the number of assistants needed to carry out my research.

X14

Table 17: Summary of responses to questionnaire part 1 - statement 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	26	6.8	6.8	6.8
	DISAGREED	46	12.0	12.0	18.8
	NEUTRAL	52	13.5	13.5	32.3
	AGREED	96	25.0	25.0	57.3
	TOTALLY AGREED	164	42.7	42.7	100.0
	Total	384	100.0	100.0	

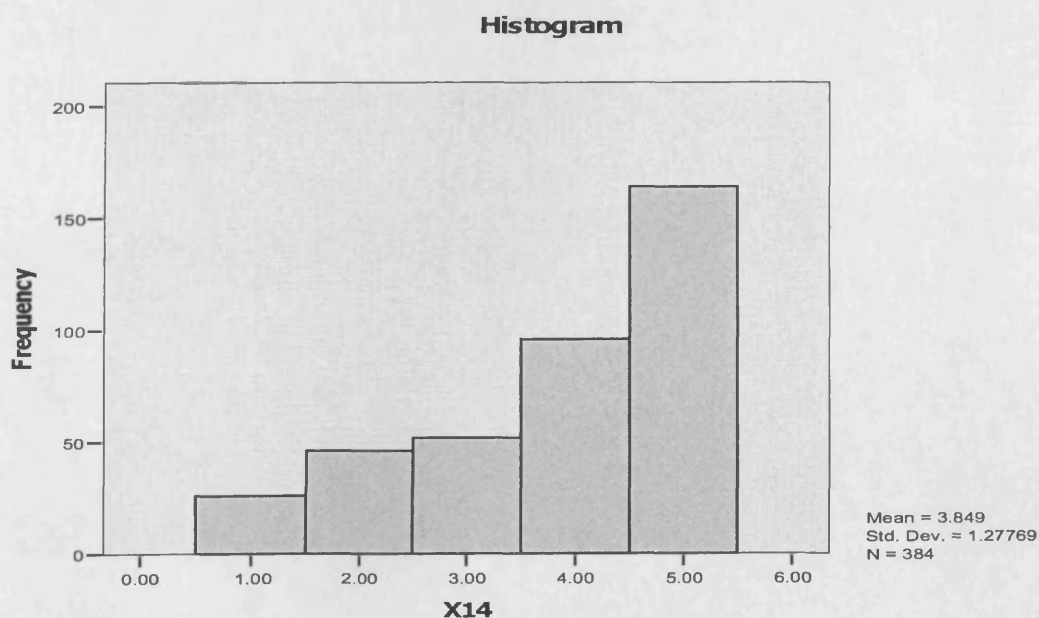


Figure 11: Histogram of responses to questionnaire part 1 - statement 4

In the previous table and figure, the trend in the responses by the study sample varied between disagreement and agreement, where the sample mean was 3.848, which is higher than the central weight value of 3.00. This indicates that the respondents agreed with the content of the statement, and that it is indeed easy to have research assistants helping to accomplish research. This may represent a point of strength in regard to the state of academic freedom enjoyed by faculty members in undertaking research at Kuwait University. This may be explained, as mentioned previously, by the fact that all researchers, especially in funded projects, enjoy the right to have assistants to help them achieve this research, in the form of technical and support staff. In this regard, the author having worked in university establishments in Kuwait, can confirm that all scientific departments employ technical staff and research assistants holding bachelor, masters, and PhD degrees. Their work is to help principal researchers, whether in choice of research topics, or in the implementation and follow-up of the research process, as well as any other matters needed by researchers in their work.

5.2.5 Responses to Questionnaire Part 1 - Statement 5

Statement 5: I believe that I have the freedom in choosing the topic of research for which I seek funding without interference from the funding body.

X15

Table 18: Summary of responses to questionnaire part 1 - statement 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	191	49.7	49.7	49.7
	DISAGREED	50	13.0	13.0	62.8
	NEUTRAL	33	8.6	8.6	71.4
	AGREED	49	12.8	12.8	84.1
	TOTALLY AGREED	61	15.9	15.9	100.0
	Total	384	100.0	100.0	

Both the table and figure indicate that the trend in responses varied between disagreement and agreement with the statement, where the sample mean was 2.3203, which is less than the central value of 3.00. This means that the respondents did not agree with the content of the statement, and that researchers do not enjoy sufficient freedom in choosing the research topic for which to seek funding without interference from the funding body in their conduct of the research. This represents a weak point in the reality of academic freedom enjoyed by faculty members in undertaking research at Kuwait University. Perhaps the reason is that the majority of funding comes from one

body, either government or the private sector, and this body through its funding will sometimes oblige the researcher to choose a specific topic, which it wants to be studied, and for that purpose only is willing fund the research at the University. Therefore, researchers feel tied down and restricted by conditions that are forced on them by the interference of the funding body, which, generally, exercises control, and interferes in research. In this regard, Qamber (2000) states that at Qatar University, for example, despite the freedom of the University in managing and fulfilling its budget, the government prevents the University from exercising its legal right to administer its budget in the way it sees fit. Perhaps this may be due to the fact that the funding body, whether the government, the university, or private sector, interferes under the pretext of following the research work closely, and ensuring spending is within the specified channels, and under its direct supervision.

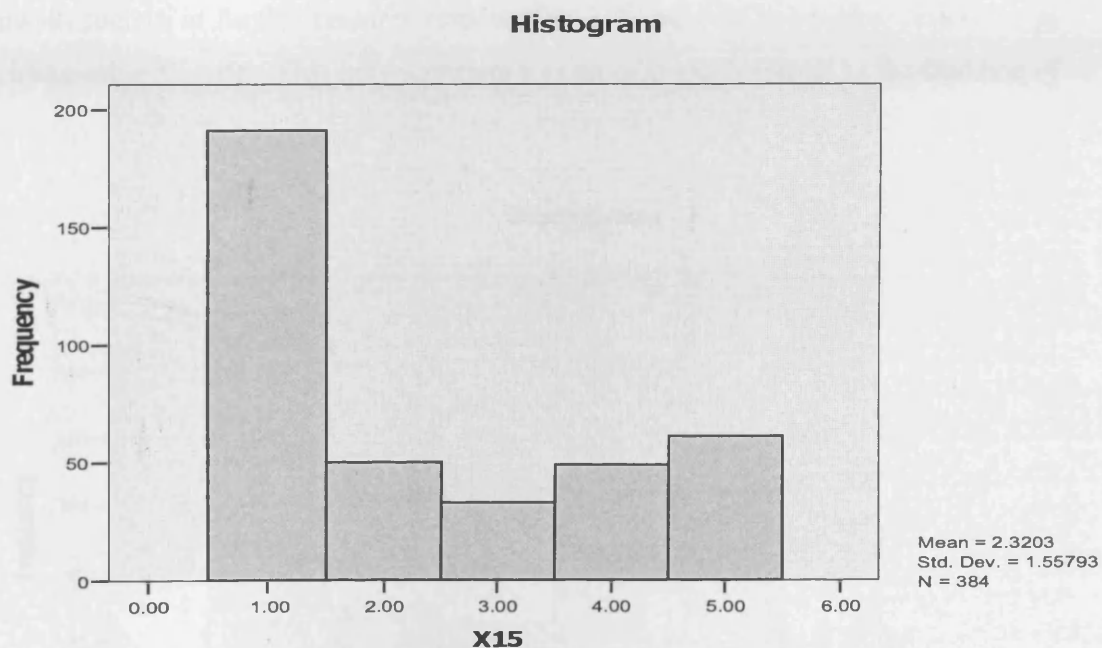


Figure 12: Histogram of responses to questionnaire part 1 - statement 5

5.2.6 Responses to Questionnaire Part 1 - Statement 6

Statement 6: The existence of the requirement of taking into consideration the traditions and culture of Kuwaiti society limits my freedom in research, and tackling the subject matter.

X16

Table 19: Summary of responses to questionnaire part 1 - statement 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	137	35.7	35.7	35.7
	DISAGREED	50	13.0	13.0	48.7
	NEUTRAL	45	11.7	11.7	60.4
	AGREED	68	17.7	17.7	78.1
	TOTALLY AGREED	84	21.9	21.9	100.0
	Total	384	100.0	100.0	

The previous table and figure below revealed that the responses in the study sample varied between disagreeing with the statement and agreeing with it. The sample mean was 2.7708, which is less than the central weight value (3.00); this indicates that the respondents did not agree with the content of the statement, and that researchers believe that the requirement of taking into consideration the customs and culture of Kuwaiti society in funded research restricted their freedom in conducting research and tackling subject matter. This may represent a point of strength related to the situation of

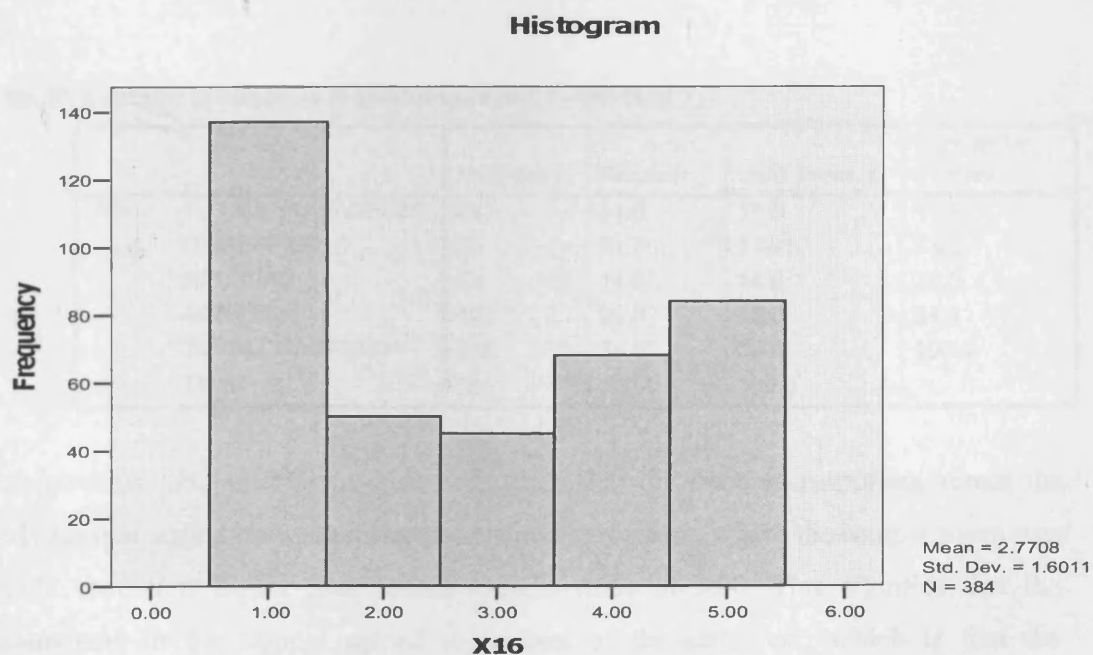


Figure 13: Histogram of responses to questionnaire part 1 - statement 6

academic freedom in undertaking research by faculty members at Kuwait University. The reason for this result is perhaps that Kuwaiti society is by its nature generally conservative, strongly devoted, and greatly respectful of its social and religious customs. The cumulative effect is that it is natural for a researcher to take into consideration the customs of society in wishing to carry out research. Moreover,

researchers consider that taking into account the values and culture of Kuwaiti society is solely for organising research and not to restrain it. Meaning that the researcher takes culture and values into account, in the conduct of the research, and in choice of appropriate language, which would not infringe upon the values of society; such consideration regulates and organises the research process, while keeping the researcher way from personal matters that undermine his standing, or opens him to legal sanction. Perhaps the reason for this, as well, is that the regulations on research at Kuwait University stipulate that researchers must take into account the circumstances and customs of Kuwaiti society, in order to protect researchers from prosecution, and out of respect for the ethics of research; in general, these are, as mentioned, for the purpose of organising research, rather than restricting it. Therefore, this becomes an ingrained understanding, which the researcher follows in undertaking research, without impacting on the result.

5.2.7 Responses to Questionnaire Part 1 - Statement 7

Statement 7: The University provides me (in the faculties) with up-to-date scientific references in my area of specialisation, which helps me conduct research.

X17

Table 20: Summary of responses to questionnaire part 1 - statement 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	44	11.5	11.5	11.5
	DISAGREED	45	11.7	11.7	23.2
	NEUTRAL	57	14.8	14.8	38.0
	AGREED	100	26.0	26.0	64.1
	TOTALLY AGREED	138	35.9	35.9	100.0
	Total	384	100.0	100.0	

The previous table and figure below illustrate that the trend in responses across the study sample varied between disagreement and agreement, where the sample mean was 3.6328, which is higher than central weight value of 3.00. This signifies that the respondents in the sample agreed to content of the statement, which is that the university provides researchers with up-to-date references in the area of specialisation, and in the different faculties, which helps them conduct research. This represents a point of strength in terms of academic freedom enjoyed by faculty members in conducting research at the University of Kuwait. This is due to the fact that the management at Kuwait University provides, in each faculty, a specialist library that contains those references and books in the different specialisations needed by

researchers. The libraries are responsible for tracking the latest publications in the different specialisations, and making purchases, such that they are available to researchers to use as references in their research. In addition, the majority of faculties publish their own refereed journals, in which research done by faculty members in the different departments is published. These journals are available in the faculty library periodically. In addition, Kuwait University makes journals from the Arab and the world available, and strives to ensure that these are accessible to researchers conducting research.

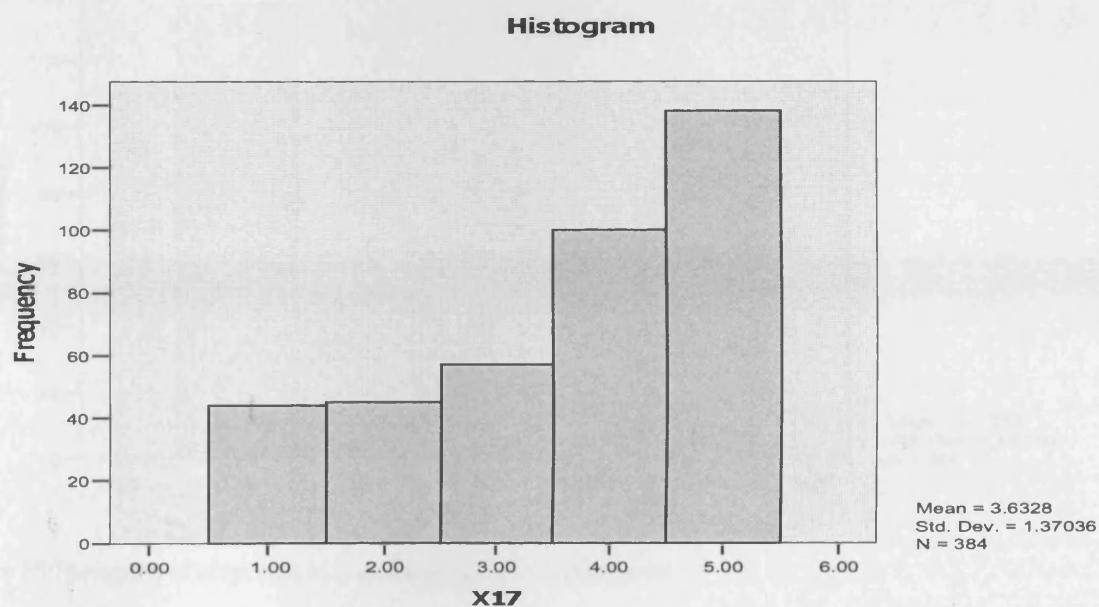


Figure 14: Histogram of responses to questionnaire part 1 - statement 7

5.2.8 Responses to Questionnaire Part 1 - Statement 8

Statement 8: I believe that I have sufficient time to dedicate for work on my research.

X18

Table 21: Summary of responses to questionnaire part 1 - statement 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	137	35.7	35.7	35.7
	DISAGREED	50	13.0	13.0	48.7
	NEUTRAL	44	11.5	11.5	60.2
	AGREED	66	17.2	17.2	77.3
	TOTALLY AGREED	87	22.7	22.7	100.0
	Total	384	100.0	100.0	

The above table and figure below illustrate the trend in the responses from the survey sample, which varied between disagreement and agreement; the mean was 2.7812, and

is lower than the central value (3.00). This meant that the respondents, on average, did not agree with the content of the statement, and that researchers did not have sufficient time to dedicate to work on their research. This represents a point of weakness in the reality of academic freedom enjoyed by faculty members in conducting academic research at Kuwait University.

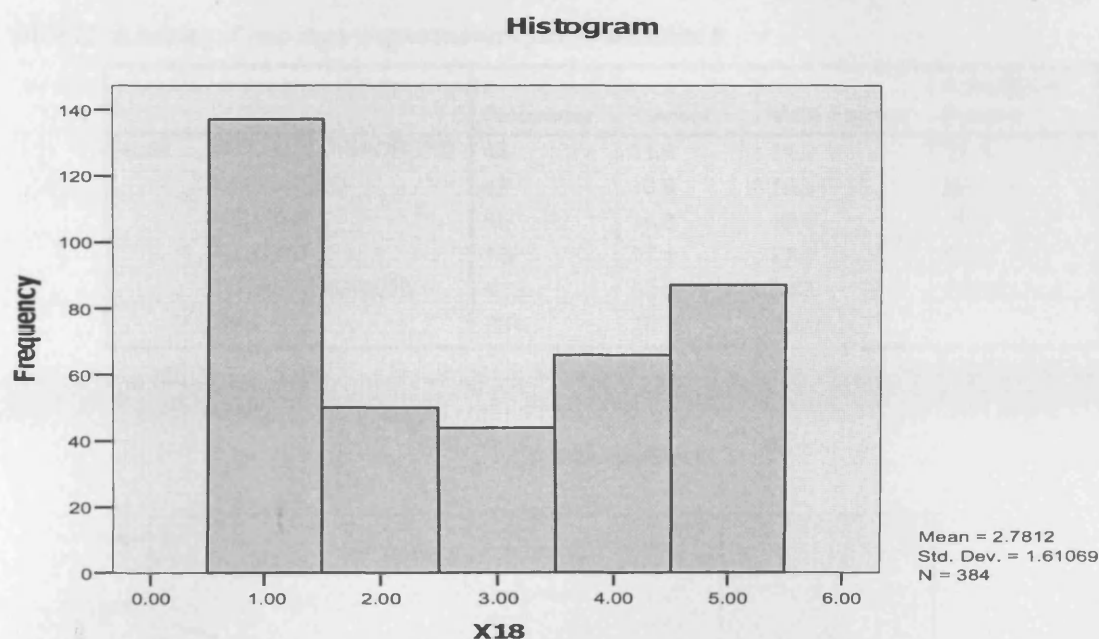


Figure 15: Histogram of responses to questionnaire part 1 - statement 8

In reality, the reason for insufficient time can be attributed to the fact that faculty members at Kuwait University undertake very long teaching hours to cover the syllabus at the University, due to the lack of sufficient staff, or particularly teaching staff specialised in the areas covered by the syllabus, which forces researchers to take their place in teaching as an additional load on them. This may be attributed to the lack of sufficient budgets at the University to employ additional faculty members to cover the syllabus. This was seen by the author while working in university institutions, and in fact teachers were also busy with administrative work within the science division. This explanation is in agreement with theoretical social studies on the reality of research at government establishments in Kuwait. Al-Hasawi (2001, p.77) states that: “as for the issue that almost hampers the progress of research... it is the lack of full-time attention to research by faculty members, due to the huge amount of teaching hours, and being busy with the many administrative tasks, such as committees, meetings, tutorials, and library sessions... the share of faculty members in teaching is

12-14 hours weekly...” This confirms that researchers need to be given sufficient time to carry out research.

5.2.9 Responses to Questionnaire Part 1 - Statement 9

Statement 9: I believe that the conditions to gain sabbatical leave for research purposes encourage freedom in research.

X19

Table 22: Summary of responses to questionnaire part 1 - statement 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	43	11.2	11.2	11.2
	DISAGREED	42	10.9	10.9	22.1
	NEUTRAL	65	16.9	16.9	39.1
	AGREED	104	27.1	27.1	66.1
	TOTALLY AGREED	130	33.9	33.9	100.0
	Total	384	100.0	100.0	

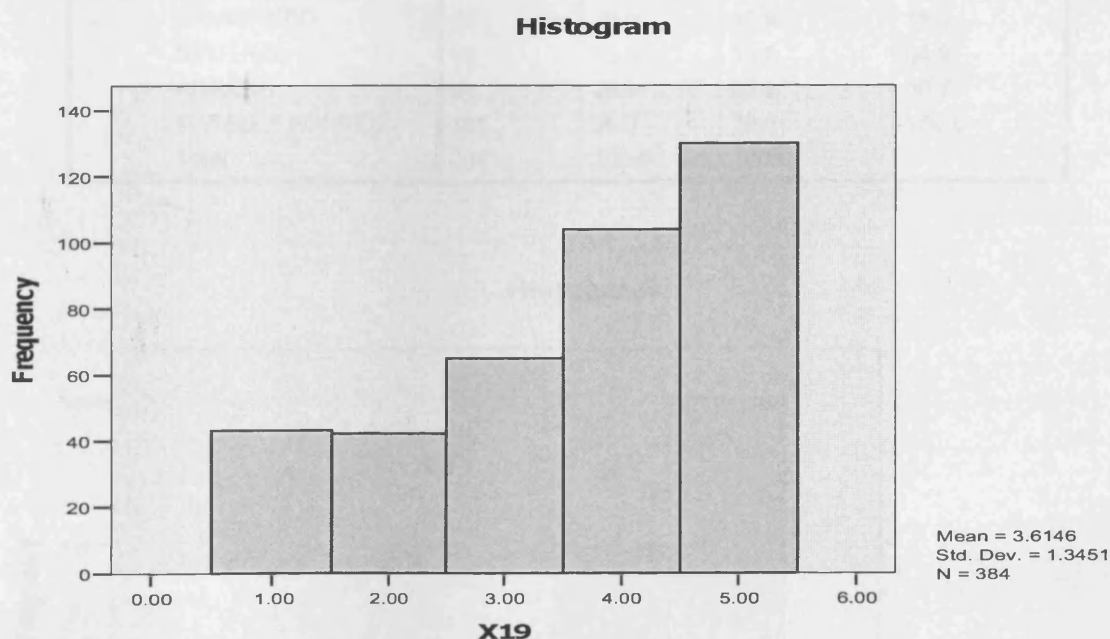


Figure 16: Histogram of responses to questionnaire part 1 - statement 9

The previous table and figure show that the trend in the survey sample responses has varied between disagreement and agreement, with a mean of 3.6146, which is higher than the central value (3.00). This means that the respondents agreed on the content of this statement; in that the conditions to gain sabbatical leave encouraged freedom of academic research. This may represent a point of strength, when this is the case, in the

state of academic freedom enjoyed by faculty members in conducting research at Kuwait University. The reason is that University regulations provide, and give faculty members the right to take sabbatical leave on conditions that are decided, and deemed appropriate by the faculty members themselves. This right, by the way, is available to all faculty members, whether Kuwaiti citizens, or foreign employees; therefore, there is no problem regarding this.

5.2.10 Responses to Questionnaire Part 1 - Statement 10

Statement 10: I consider that the difficulty in achieving the required level of skill in the language that I wish to use in writing my research is one of the matters that restrict my freedom in research.

X110

Table 23: Summary of responses to questionnaire part 1 - statement 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	32	8.3	8.3	8.3
	DISAGREED	42	10.9	10.9	19.3
	NEUTRAL	60	15.6	15.6	34.9
	AGREED	99	25.8	25.8	60.7
	TOTALLY AGREED	151	39.3	39.3	100.0
	Total	384	100.0	100.0	

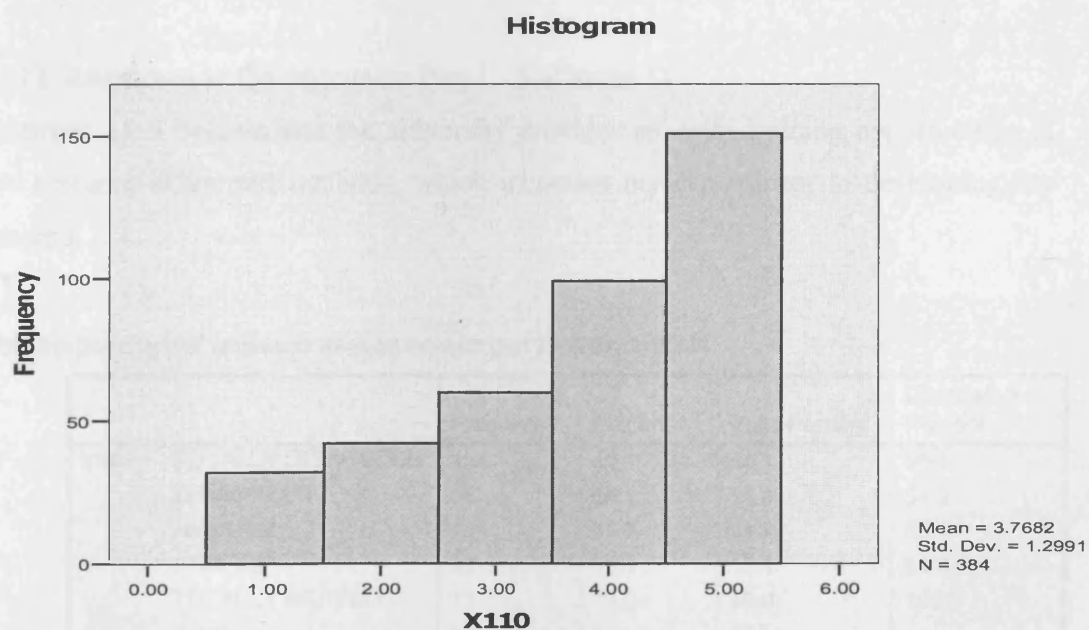


Figure 17: Histogram of responses to questionnaire part 1 - statement 10

From the previous table and figure, we observed that the responses have varied between disagreement and agreement, due to the higher mean (3.7682) compared to the central value (3.00). This meant that the respondents in the sample agreed to the content of the statement, and that there was difficulty in gaining a satisfactory level of skill in the language as needed by researchers to write up their academic research. This represents a point of weakness in the freedom of researchers to conduct research. The reason for this may be due to the fact that in some scientific specialisations university researchers are obliged to write their research in English, for the purpose of promotion or in order to participate in conferences held at foreign universities. In the experience of the author with a number of faculty members, he noted that some are not able to undertake research due to weakness in the Arabic language, or lack of proficiency in a foreign language, such as English or French, which represents a real obstacle in their path, especially given the lack of available translation facilities at Kuwait University. This was highlighted by Hatush (2004), who considers that the weakness in Arabic or foreign languages in the primary stages of education in the Arab world, are among those issues that reduce the chances of a revival linked to translation of research, knowledge transfer, and undertaking research. He recommended that a number of students and researchers be sent to foreign countries in order to ensure sufficient numbers of qualified research personnel at national level, who are then able to transfer knowledge, and undertake different research using a foreign language.

5.2.11 Responses to Questionnaire Part 1 - Statement 11

Statement 11: I believe that the university provides me with training opportunities in new research skills and methods, which increases my capabilities in developing my research.

X111

Table 24: Summary of responses to questionnaire part 1 - statement 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	154	40.1	40.1	40.1
	DISAGREED	54	14.1	14.1	54.2
	NEUTRAL	45	11.7	11.7	65.9
	AGREED	58	15.1	15.1	81.0
	TOTALLY AGREED	73	19.0	19.0	100.0
	Total	384	100.0	100.0	

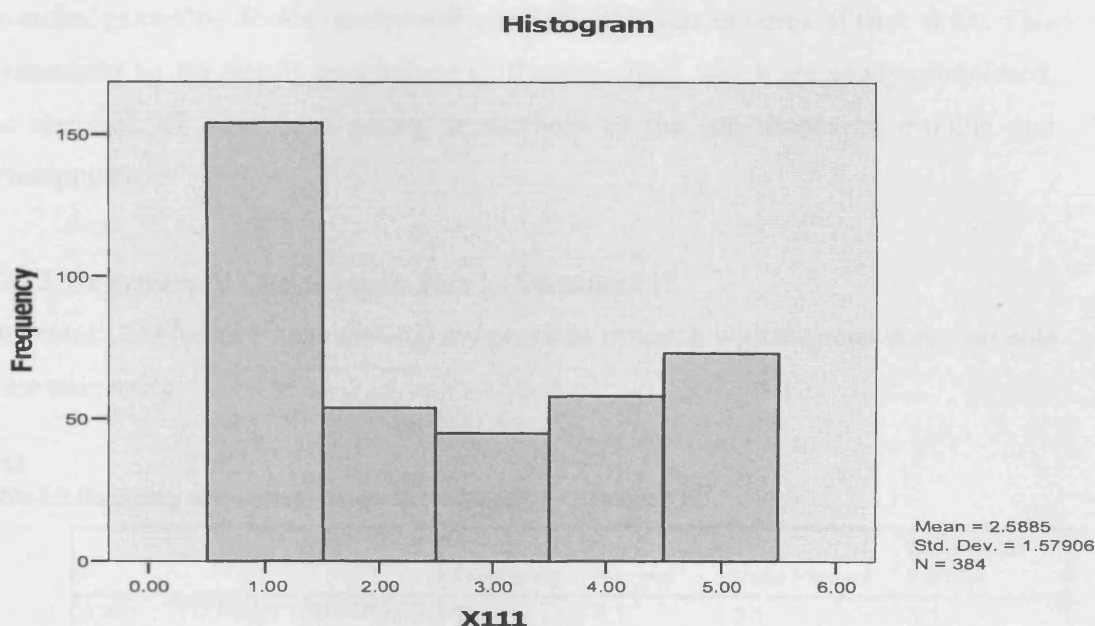


Figure 18: Histogram of responses to questionnaire part 1 - statement 11

The previous table and figure show that the responses from the survey sample have varied between disagreement and agreement, with a mean of 2.588. This is less than the central value (3.00), and signifies that the respondents did not agree with the content of the statement, and that researchers do not enjoy training opportunities necessary in building capacity in new research skills and methods. This may represent a point of weakness in the state of academic freedom enjoyed by faculty members in conducting academic research at Kuwait University. As can be appreciated, research requires the development of research skills, and the acquisition of experience, which can only come about through a programme of development, and essential training in research skills. This is then reflected positively on the level of skill in conducting research at University level; however, this has not been provided by Kuwait University in sufficient form. This deficiency has been highlighted in those studies that explored the extent to which researchers in the Gulf countries enjoy sufficiency in terms of research skills. Such capabilities are necessary in order to be able to develop their methodology through contact with researchers from around the world, and through the process of scientific publishing, and training to acquire language and research skills that help the researcher enhance his scientific standing, and therefore the advancement of science in the different spheres. This point was raised in the Gulf Cooperation Countries' conference on higher education held in Kuwait, in which the Deputy Minister For Higher Education, Al-Sabah (2006) confirmed that one of the reasons for

underperformance in research in Kuwait was that researchers in Kuwait and the Gulf countries, generally, do not receive sufficient development in terms of their skills. This is especially so for faculty members at Gulf universities, which are newly-established, and the lack of awareness among researchers of the importance of training and development.

5.2.12 Responses to Questionnaire Part 1 - Statement 12

Statement 12: I believe I can develop my previous research with the resources available at the university.

X112

Table 25: Summary of responses to questionnaire part 1 - statement 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	12	3.1	3.1	3.1
	DISAGREED	22	5.7	5.7	8.9
	NEUTRAL	45	11.7	11.7	20.6
	AGREED	83	21.6	21.6	42.2
	TOTALLY AGREED	222	57.8	57.8	100.0
	Total	384	100.0	100.0	

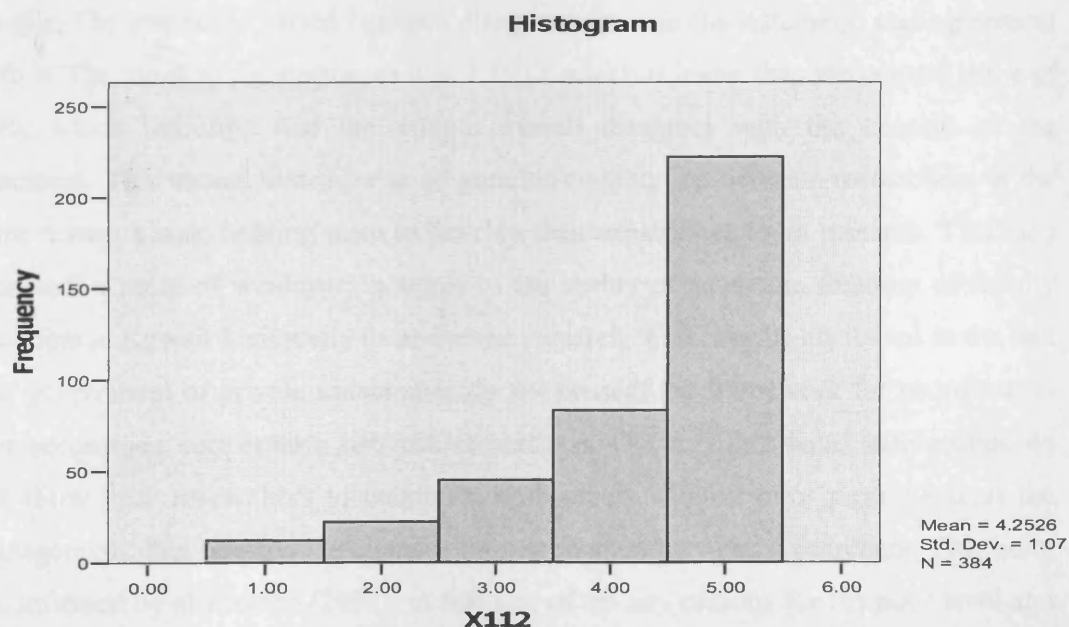


Figure 19: Histogram of responses to questionnaire part 1 - statement 12

From the table and figure above, it can be seen that the trend in the responses given have varied between disagreement and agreement, with a mean of 4.2526, which is higher than the central value of 3.00. This means that, overall, the sample respondents

agreed to the content of this statement, and that the researchers are able to develop their past research given the resources available at the University. This may represent a point of strength in terms of academic freedom enjoyed by faculty members in undertaking research at Kuwait University.

The reason for this is perhaps that the University grants faculty members the right to fulfil their role as researchers in developing their research in accordance with available resources, and does not object to that. There is nothing to stipulate that the researchers are restricted in their freedom to do research given that the resources are available. Kuwait University like any other academic establishment encourages research and development.

5.2.13 Responses to Questionnaire Part 1 - Statement 13

Statement 13: I find there is genuine cooperation between me and other researchers sharing the same area of specialisation, which helps in the development of my capabilities to do research.

The table and figure below illustrate the trend in the responses given by the study sample. The responses varied between disagreement with the statement, and agreement with it. The mean of the responses was 2.1927, which is lower than the central value of 3.00, which indicates that the sample overall disagrees with the content of the statement. This means that there is no genuine cooperation between researchers in the same research area, helping them to develop their capabilities to do research. This may represent a point of weakness in terms of the reality of academic freedom of faculty members at Kuwait University to undertake research. This may be attributed to the fact that government or private universities do not possess the framework for coordination that encourages cooperation between researchers. On the other hand, universities do not allow their researchers to cooperate with others without prior permission of the management; this reduces the chances for cooperation between researchers. This point is confirmed by al-Hasawi (2001), in that one of the key reasons for the poor level and weakness of research in Kuwait is due to the lack of sufficient freedom for researchers at academic establishments in the country to cooperate. Cooperation is almost non-existent among academic establishments in terms of coordination among them in carrying out research, and in terms of benefiting from the energies of researchers. Therefore, the non-conducive atmosphere and scientific environment is one of the

reasons why researchers at Kuwait University do not enjoy sufficient freedom in research.

X113

Table 26: Summary of responses to questionnaire part 1 - statement 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	198	51.6	51.6	51.6
	DISAGREED	50	13.0	13.0	64.6
	NEUTRAL	47	12.2	12.2	76.8
	AGREED	42	10.9	10.9	87.8
	TOTALLY AGREED	47	12.2	12.2	100.0
	Total	384	100.0	100.0	

Histogram

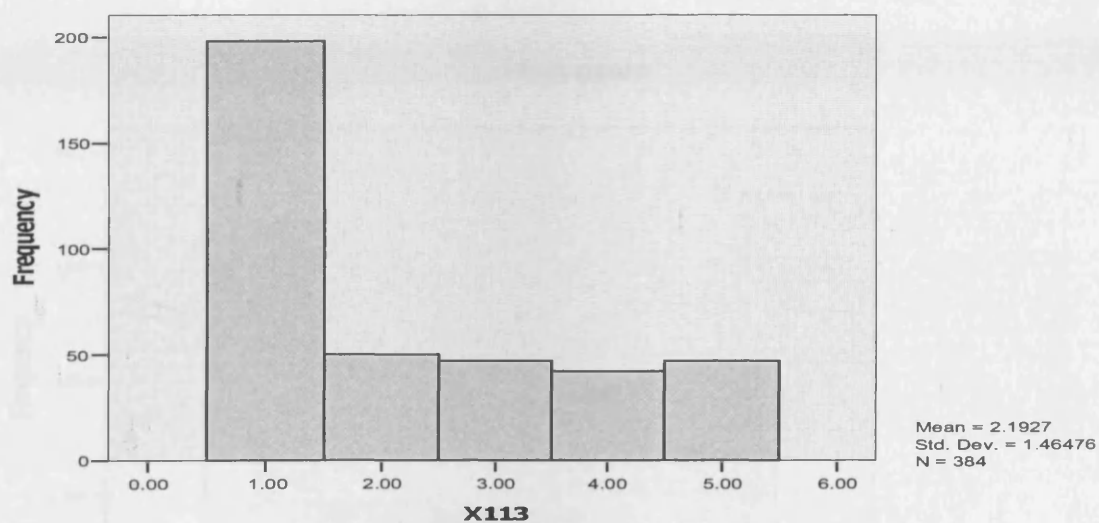


Figure 20: Histogram of responses to questionnaire part 1 - statement 13

5.2.14 Responses to Questionnaire Part 1 - Statement 14

Statement 14: I consider that the lack of benefit taken from the results of my research, which can contribute to enhancement of development programmes by civil society institutions, is one of the matters that restrict my freedom to carry out new research.

The table and figure below illustrate the trend in the responses given by the study sample, which varied between disagreement and agreement with the statement. The mean of the responses was 2.5156, which is less than the central value of 3.00. This shows that the respondents, overall, did not agree with the content of the statement, and that there was no benefit derived from the results of research in improving

development programmes by civil society institutions. This restricts the freedom of researchers in undertaking new research, and may represent a point of weakness in terms of academic freedom of faculty members in conducting research at Kuwait University.

X114

Table 27: Summary of responses to questionnaire part 1 - statement 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	169	44.0	44.0	44.0
	DISAGREED	45	11.7	11.7	55.7
	NEUTRAL	41	10.7	10.7	66.4
	AGREED	61	15.9	15.9	82.3
	TOTALLY AGREED	68	17.7	17.7	100.0
	Total	384	100.0	100.0	

Histogram

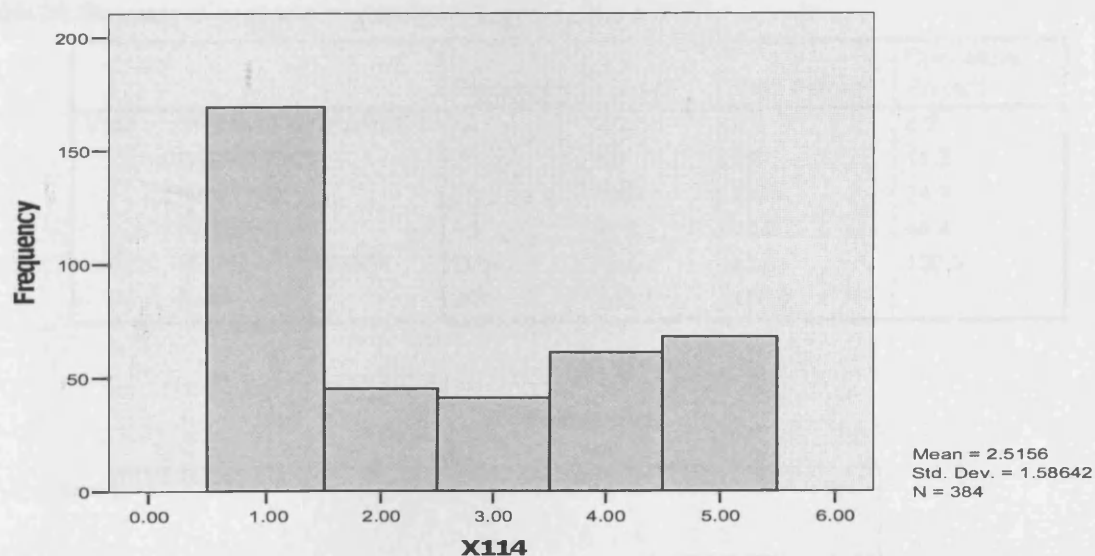


Figure 21: Histogram of responses to questionnaire part 1 - statement 14

One of the reasons for this weakness may be due to the absence of clear plans, programmes, and policies at the level of the whole country to benefit from research undertaken by faculty members. This is confirmed by al-Hasawi (2001) in discussing the situation of freedom in research in Kuwait. This may also be due to the fact that the majority of research carried out by faculty members is solely for the purpose of gaining promotion within the University; the majority of funded research, evaluation of researcher performance, and incentives are all linked to promotion and nothing else.

This confirms a belief on the part of the author, gained from his experience working at University establishments in Kuwait and working contact with faculty members that the majority of such research is done only for promotion. This leads to researchers feeling that research is of no practical or applied value, and hence of no benefit except for promotion. Therefore, there is no incentive encouraging the conduct of research, which weakens the freedom to carry out such research. No doubt this contradicts the ideal of research being put to the service of the country, where the reality is that research is remote from the objectives outlined, among them serving the civil society institutions in the country.

5.2.15 Responses to Questionnaire Part 1 - Statement 15

Statement 15: I think that the routine procedures to gain official permission to conduct (apply) research in the field by the authorities restricts my freedom to carry out research.

X115

Table 28: Summary of responses to questionnaire part 1 - statement 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	16	4.2	4.2	4.2
	DISAGREED	27	7.0	7.0	11.2
	NEUTRAL	52	13.5	13.5	24.7
	AGREED	83	21.6	21.6	46.4
	TOTALLY AGREED	206	53.6	53.6	100.0
	Total	384	100.0	100.0	

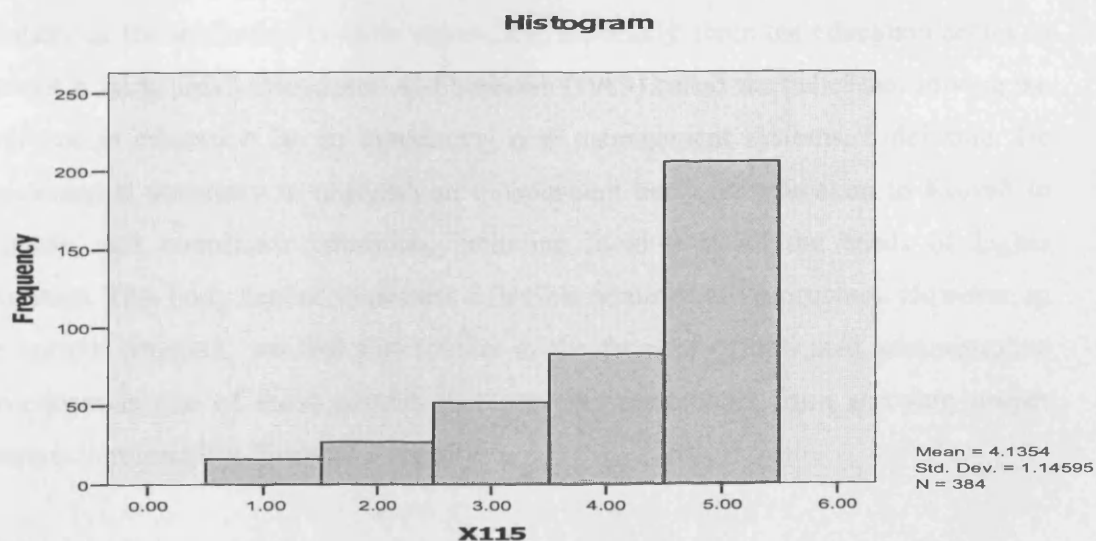


Figure 22: Histogram of responses to questionnaire part 1 - statement 15

The table and figure show that the responses from the sample have varied between disagreement and agreement, where the mean was 4.1354, which is higher than the central value of 3.00. This means that the respondents in the sample agreed with the content of the statement, in that routine procedures to gain official approval to conduct (implement) research in the field by the authorities restricts researchers' freedom to carry out such research.

This may represent a point of weakness in the reality of academic freedom of the faculty members in undertaking research at Kuwait University. Perhaps there are many reasons that explain this situation, where some may attribute it to the nature of administrative procedures that in the majority of universities and government establishments are marred by routine; this is almost the norm in Kuwait, and not just at Kuwait University in the experience of the author.

The author, even in undertaking this present study, had to wait a long time to gain permission, in addition to the long routine involved in securing approval from his department, the faculty, and then university management. This is quite normal in the Kuwaiti administrative system. Al-Hasawi (2001, p.52) finds that there is a "... lack in facilitating the researchers' task of conducting research, and smoothing the conduct of research, which requires a conducive environment and atmosphere"; this is aggravated by the lack of coordination between the different bodies, as was mentioned in the previous item. Moreover, a highly bureaucratic system is endemic in management; Al-Ebraheem (1989) argued that the widespread bureaucracy suffered by the majority of universities in Arab countries, and in particular, the rigid centralisation linked to the Ministry or the institution is quite unjustified, especially since the education sector in Kuwait is fairly small. Moreover, Al-Ebraheem (1989) called the belief that solving the problems in education lay in introducing new management systems, a delusion. He considered it necessary to establish an independent body for education in Kuwait to organise, and coordinate education, including looking at all the needs of higher education. This body needed to possess a flexible administrative structure. However, in the current situation, we find that routine in the form of complicated administrative procedures is one of those matters that prevents researchers from enjoying proper freedom in research at Kuwait University.

5.2.16 Responses to Questionnaire Part 1 - Statement 16

Statement 16: Among the conditions that funded research must fulfil, is not to oppose the public (political) system of the State; this restricts my freedom in research and adequately tackling subject matter.

X116

Table 29: Summary of responses to questionnaire part 1 - statement 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	160	41.7	41.7	41.7
	DISAGREED	48	12.5	12.5	54.2
	NEUTRAL	51	13.3	13.3	67.4
	AGREED	55	14.3	14.3	81.8
	TOTALLY AGREED	70	18.2	18.2	100.0
	Total	384	100.0	100.0	

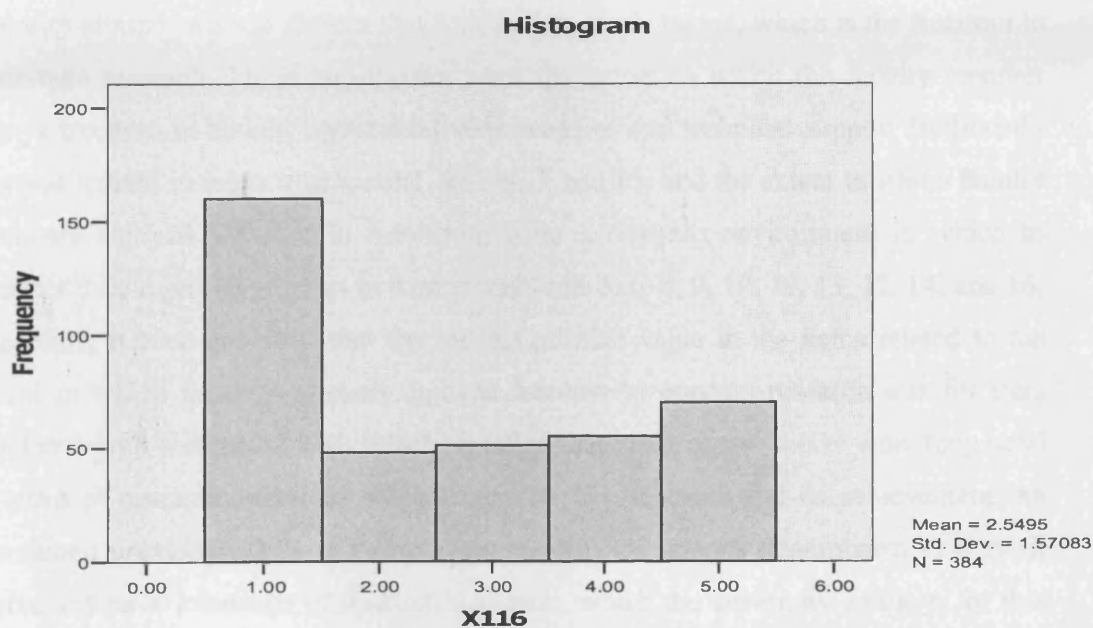


Figure 23: Histogram of responses to questionnaire part 1 - statement 16

The previous table and figure present the trend seen in the responses given by the respondents in the sample. These varied between disagreement and agreement, with a mean of 2.5495, which is lower than the central value of 3.00. This meant that there was no agreement among the sample on the content of this statement, and that the requirement for funded research to not oppose the public (political) system of the State, does not restrict researchers' freedom to research and properly tackle subject matter. This may represent a point of strength in terms of the reality of academic freedom enjoyed by faculty members in undertaking research at Kuwait University. The

explanation may lie in that researchers may study any topic of interest to the State, or that related to the policy and politics of the State, as long as the research remained objective, and respected the fundamentals and ethics of research in faithfully representing the issues; moreover, the objective must be to contribute to the solution of society's problems, or improve and develop the political system of the country. This is because the State of Kuwait enjoys a democratic system, where the Kuwaiti constitution enshrines the freedom of expression through any of the available means, and considers academic freedom part of the freedom protected by the Constitution. Therefore, researchers perhaps do not feel under pressure in carrying out an objective scientific study that may provide results that are contrary to the status quo; rather, the aim of research is to help reform the political system, and advance it.

From the presentation of the previous items, we find that these have centred in the majority around two sub-themes that followed the main theme, which is the freedom to undertake research. These sub-themes were the extent to which the faculty member enjoys freedom in having administrative procedures and technical support facilitated—this was treated in items numbered: 1, 2, 3, 4, 7, and 15; and the extent to which faculty members enjoyed freedom in benefiting from a research environment in which to conduct their research work as in items numbered: 5, 6, 8, 9, 10, 11, 13, 12, 14, and 16. Therefore, it becomes clear that the highest positive value in the items related to the extent in which faculty members enjoyed freedom to conduct research was for item number 4 with a mean of 3.84, which signified that researchers receive what they need in terms of research assistants to help them in their research and its achievement. As mentioned previously, this is because the majority of science departments at Kuwait University have a number of research assistants, which the university employs for this purpose, in addition to volunteer research assistants from external bodies, i.e. external to Kuwait University. This greatly facilitates the task of researchers in accomplishing their work, and is one of the healthy aspects of research at Kuwait University.

On the other hand, the least value in the previous items was negative regarding the extent to which faculty members enjoyed freedom to conduct research. This was for item number 13 with a mean of 2.19, indicating that faculty members did not find cooperation with other researchers in the same specialisation. This may attributed to the fact that the research environment at Kuwait University, generally, lacked the conducive climate to develop researcher capabilities, which allowed them to take advantage of forms of cooperation with others in the same field. For example, in the

experience of a faculty member who worked in academic establishments in Kuwait, we find that cooperation is non-existent due to the lack of coordination between funding bodies, whether the University, government, or the researchers themselves to form an integrated research team that would contribute to enriching research conducted by faculty members. This would be possible through the cooperation between experts, and researchers working in local research establishments, and experts at international level.

Table 30: Negative statements regarding the reality of academic freedom enjoyed by faculty members in conducting research

No.	Statement
1	I believe that administrative procedures in applying for funded research contracts hinder my freedom to conduct research
2	I believe I receive sufficient funding to carry out my research
5	I believe that I have the freedom in choosing the topic of research for which I seek funding without interference from the funding body
8	I believe that I have sufficient time to dedicate for work on my research
10	I consider that the difficulty in acquiring the level of skill in the language that I wish to use in writing my research is one of the matters that restrict my freedom in research, and tackling subject matter
11	I believe that the university provides me with training opportunities in new research skills and methods, which increases my capabilities in developing my research
13	I find there is genuine cooperation between me and other researchers sharing the same area of specialisation, which helps in the development of my capabilities to do research
14	I consider that the lack of benefit taken from the results of my research, which can contribute to enhancement of development programmes by civil society institutions, is one of the matters that restricts my freedom to carry out new research
15	I think that the routine procedures to gain official permission to conduct (implement) research in the field by the authorities restricts my freedom to carry out research

Sometimes, this lack may be due to administrative reasons where the University, as the body funding the research conducted by the faculty member, does not allow

cooperation with external researchers only after approval by the funding agency. This leads to missed opportunities, sometimes, in development of research and the different specialisations, where the University rejects the application by the researcher to cooperate with others in the same area. This is sometimes justified by the small budget, or other reasons. For example, the regulation on research does not allow more than one researcher from outside Kuwait to form part of the research team. This reduces the chance to benefit from external experts in the specific area, while conducting research. It becomes clear from what has already been mentioned, that some statements represent negatives in the reality of academic freedom enjoyed by faculty members in conducting academic research at Kuwait University. The table below summarises these statements.

These negative statements reflect the state of academic freedom as enjoyed by faculty members in conducting research at Kuwait University. Treatment of these issues would lead to improvement in the reality of academic freedom at Kuwait University.

5.3 Results and analysis of questionnaire items regarding academic freedom of faculty members in publishing research at Kuwait University

5.3.1 Responses to Questionnaire Part 2 - Statement 1

Statement 1: I believe that the University provides me with sufficient funding to publish my research in academic journals.

X21

Table 31: Summary of responses to questionnaire part 2 - statement 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	178	46.4	46.4	46.4
	DISAGREED	47	12.2	12.2	58.6
	NEUTRAL	48	12.5	12.5	71.1
	AGREED	53	13.8	13.8	84.9
	TOTALLY AGREED	58	15.1	15.1	100.0
	Total	384	100.0	100.0	

The table and figure demonstrate that the trend in the responses from the sample were between agreement and disagreement, where the mean was 2.3906, which is less than the central value (3.00). This signifies that the respondents, overall, did not agree with the statement, and that the university did not provide sufficient funds for publication of research in journals. This may represent a weak point in terms of the academic freedom of faculty members at Kuwait University in publishing their work in scientific journals. This may perhaps be attributed to the limited support provided by the University to researchers, since each faculty within the University has its own refereed journal.

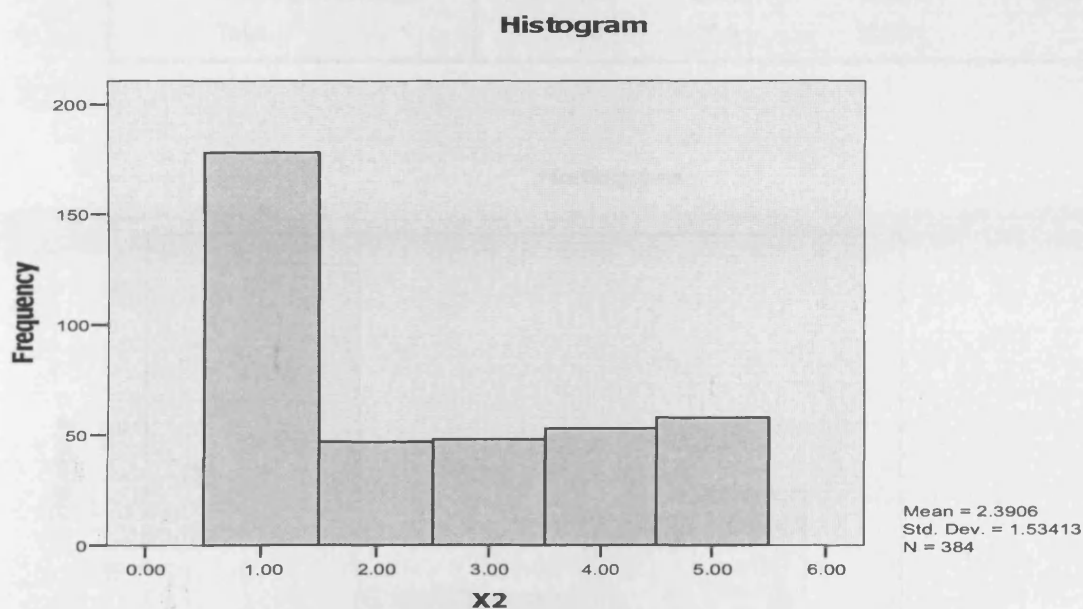


Figure 24: Histogram of responses to questionnaire part 2 - statement 1

These journals support researchers in publishing their research. However, these journals do not have the international standing or prestige, and remain largely unknown, due to the limited financial support by the University, which reduces the chances of funds for publishing research within such journals and international level, which requires a substantial budget, and leads to less desire by researchers to publish their work in international journals. Researchers may publish their work in international journals by correspondence, which is time-consuming and arduous. Another reason may be that the university does not fund researchers to publish their work, only if the research had been funded, which also reduces the opportunity for researchers to publish their work in international journals, where such research was undertaken independently, and without funding.

5.3.2 Responses to Questionnaire Part 2 - Statement 2

Statement 2: I enjoy freedom in choosing the refereed journals, appropriate to me in my field of specialisation, to publish research linked to promotion.

X22

Table 32: Summary of responses to questionnaire part 2 - statement 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	158	41.1	41.1	41.1
	DISAGREED	41	10.7	10.7	51.8
	NEUTRAL	40	10.4	10.4	62.2
	AGREED	68	17.7	17.7	79.9
	TOTALLY AGREED	77	20.1	20.1	100.0
	Total	384	100.0	100.0	

Histogram

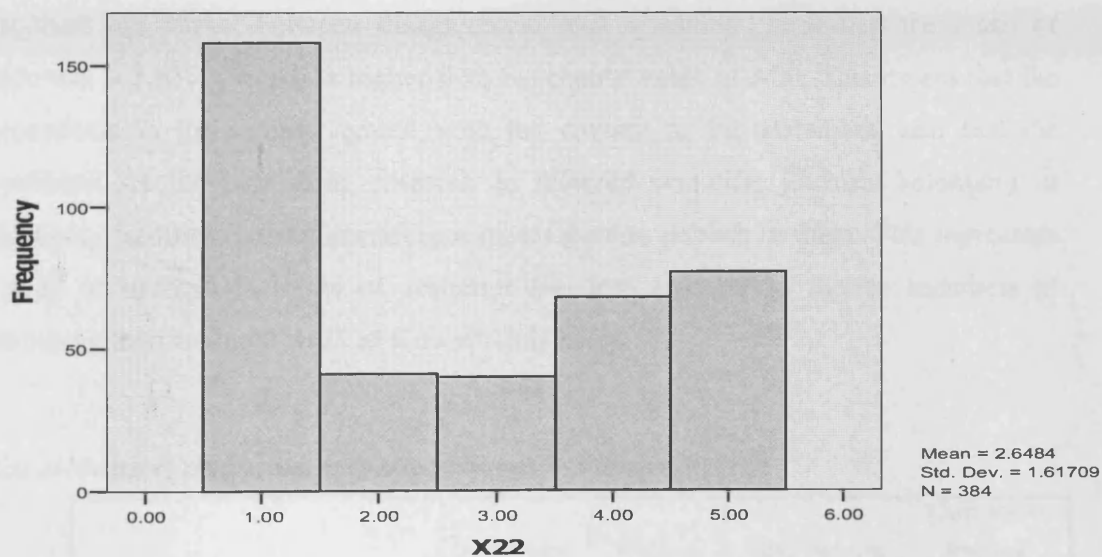


Figure 25: Histogram of responses to questionnaire part 2 - statement 2

The table and figure above illustrate the trend in responses given by the academics participating in this study. These varied between agreement and disagreement, with a mean of 2.6484, which is less than the central value of 3.00. This meant that the respondents, overall, did not agree with the statement, and that the university restricted the freedom of researchers in the choice of refereed scientific journal in which to publish their work, so as to be counted for promotion. This may represent a point of weakness in terms of academic freedom of faculty members at Kuwait University, in publishing their work. This result may be explained in that the university forces departments to publish only in journals accredited by the University, in a circulated list,

and does not give the university teacher the right to publish work in any other journal that researchers may consider to be more appropriate to them in their specialisation. This may also be explained in that the process of publishing research work linked to promotion within the University is limited to a list of specific journals, and researchers are not allowed to choose any other. This restricts the freedom of researchers in publishing their research work in specialist journals that are not included in the list compiled by the University. This is a restriction on the freedom of academics to publish their work in the journals of their choice.

5.3.3 Responses to Questionnaire Part 2 - Statement 3

Statement 3: I believe that the conditions set regarding refereed research work in the journal belonging to the faculty, encourages me to publish my work in it.

The table and figure below indicate that the trend in the study sample regarding responses has varied between disagreement and agreement, such that the mean of responses is 3.6302, which is higher than the central value of 3.00. This means that the respondents in the sample agreed with the content of the statement, and that the conditions set for publishing research in refereed scientific journals belonging to University faculties, indeed encourages researchers to publish in them. This represents a point of strength in terms of academic freedom enjoyed by faculty members in publishing their research work at Kuwait University.

X23

Table 33: Summary of responses to questionnaire part 2 - statement 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TOTALLY DISAGREED	44	11.5	11.5	11.5
DISAGREED	42	10.9	10.9	22.4
NEUTRAL	61	15.9	15.9	38.3
AGREED	102	26.6	26.6	64.8
TOTALLY AGREED	135	35.2	35.2	100.0
Total	384	100.0	100.0	

As indicated previously, this may be due to the fact that the university supports research that are published in its faculties' scientific journals, and encourages this. Moreover, this may be due to the fact that the scientific journals belonging to Kuwait University are included in the list of accredited journals recognised by the University

for the purposes of staff promotion; furthermore, the University holds the rights to publication.

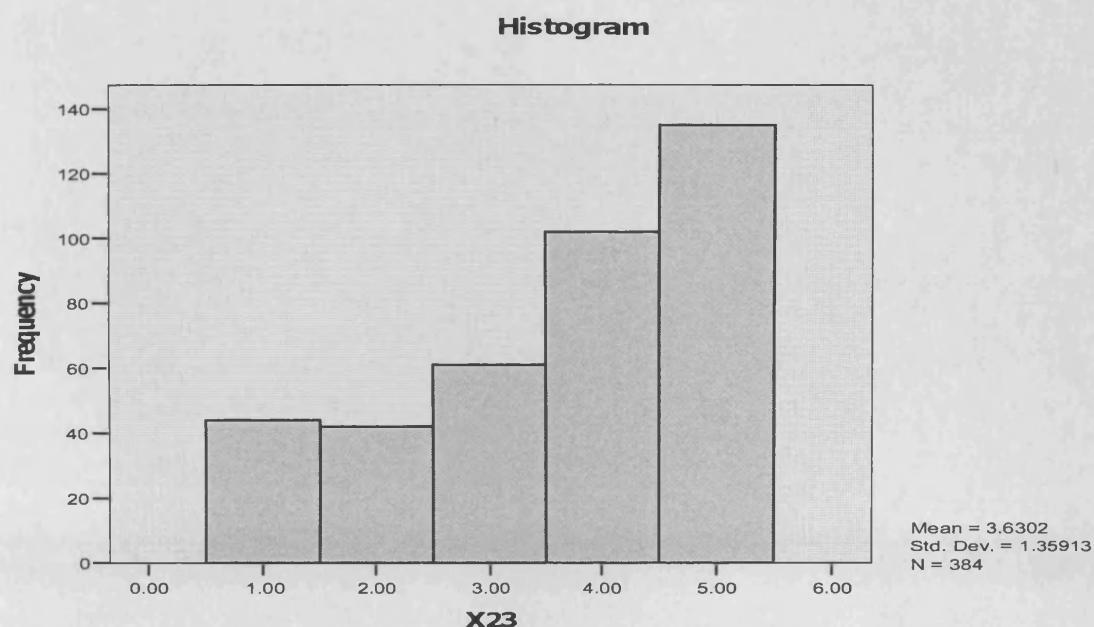


Figure 26: Histogram of responses to questionnaire part 2 - statement 3

5.3.4 Responses to Questionnaire Part 2 - Statement 4

Statement 4: I believe that my inability to perfect a foreign language (other than Arabic) in which research is published in international journals is one of the issues that restrict my freedom to publish my research work.

X24

Table 34: Summary of responses to questionnaire part 2 - statement 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	26	6.8	6.8	6.8
	DISAGREED	43	11.2	11.2	18.0
	NEUTRAL	58	15.1	15.1	33.1
	AGREED	101	26.3	26.3	59.4
	TOTALLY AGREED	156	40.6	40.6	100.0
	Total	384	100.0	100.0	

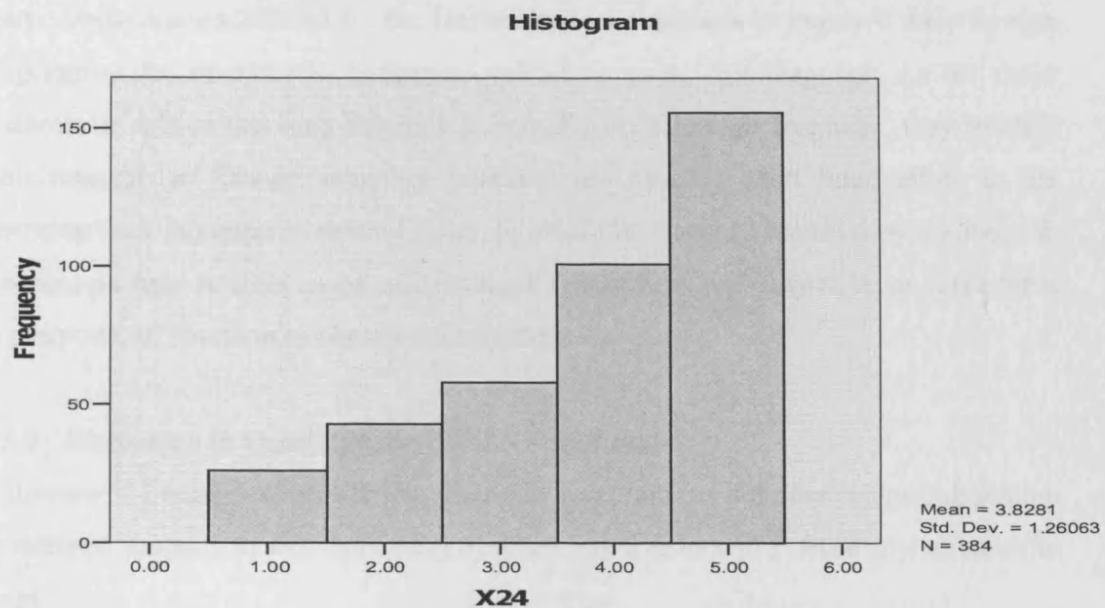


Figure 27: Histogram of responses to questionnaire part 2 - statement 4

The table and figure above illustrate that the trend in the responses from the study sample varied between agreement and disagreement, such that the mean of responses was 3.8281, which is higher than the central value of 3.00. This means that the respondents in the sample, overall, agreed to the content of this statement, in that the inability of researchers to perfect a foreign language, other than Arabic, in which research is published in international journals, is one of those matters that restrict their freedom in publishing. This may represent a point of weakness in terms of academic freedom enjoyed by faculty members at Kuwait University, in terms of publishing their work. This result may be logically interpreted in that the majority of researchers working at the University do not consider their native language to be English, where some of them find great difficulty in achieving proficiency in that language. Moreover, if they wished to publish their work in a foreign language then the formulation of results and presentation of the research work would be extremely difficult, and may lead to the work being rejected by the editors of the international journal due to the poor language; this reduces their chances of publishing work in foreign language journals. Therefore, the other option is to publish in refereed Arab journals, which may provide an easier route than foreign-language journals. The author finds, in his experience of working in academic establishments, that those researchers, whose teaching is based on the Arabic language, generally publish their work in Arab scientific journals, given their proficiency in the Arabic language, while they rarely

publishing in English due to their poor English skills. This may also be attributed to the scarce opportunities offered by the University to researchers to improve their foreign language skills, in order to encourage publishing using that language. As for those researchers, whose teaching depends principally on a foreign language, they publish their research in foreign language journals, but have to exert huge effort in the rewriting their submission several times, to attain the standard required by the journal; this process may sometimes be exhausting to researchers, and may at times force them to postpone, or abandon publication completely.

5.3.5 Responses to Questionnaire Part 2 - Statement 5

Statement 5: I consider that the long delay in accepting my submission for publication in refereed journals at the University, restricts my freedom to publish my research in them.

X25

Table 35: Summary of responses to questionnaire part 2 - statement 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TOTALLY DISAGREED	33	8.6	8.6	8.6
DISAGREED	48	12.5	12.5	21.1
NEUTRAL	58	15.1	15.1	36.2
AGREED	105	27.3	27.3	63.5
TOTALLY AGREED	140	36.5	36.5	100.0
Total	384	100.0	100.0	

Histogram

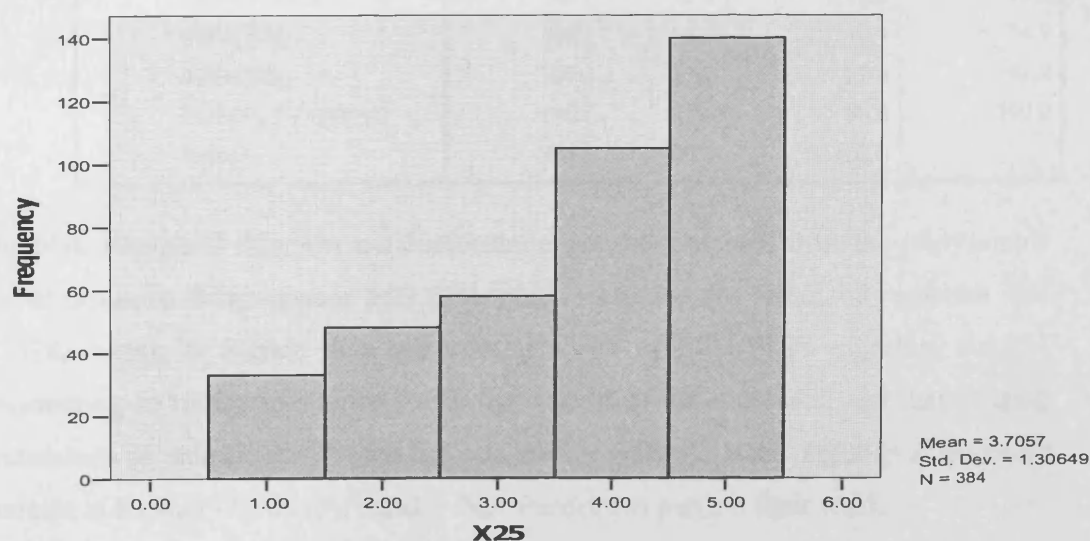


Figure 28: Histogram of responses to questionnaire part 2 - statement 5

From the previous table and figure, we can see that these responses from the study sample have varied between disagreement and agreement, with a mean of 3.7057 higher than the central value of 3.00. This indicates that the respondents agreed to the content of this statement, and that the delay they are subjected to in terms of their submissions for publishing in the University's refereed journals restricts the freedom to publish their work in them. This may represent a point of weakness regarding the academic freedom of Kuwait University faculty members in undertaking publication of their work. It is apparent to the author that this result is quite reasonable, and confirms his personal observation, gained from experience of the publishing process in Kuwait University journals; Thus, it takes a long time for submissions to be accepted, and even after being accepted, a long time elapses before researchers are informed of what amendments they need to make to prepare their final manuscript for publication.

5.3.6 Responses to Questionnaire Part 2 - Statement 6

Statement 6: I consider that obliging me to submit my work within a set number of pages by the University's journals is one of those issues that restrict my freedom to publish my work in them.

X26

Table 36: Summary of responses to questionnaire part 2 - statement 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	28	7.3	7.3	7.3
	DISAGREED	48	12.5	12.5	19.8
	NEUTRAL	58	15.1	15.1	34.9
	AGREED	105	27.3	27.3	62.2
	TOTALLY AGREED	145	37.8	37.8	100.0
	Total	384	100.0	100.0	

The table above and figure below demonstrate that the responses from the study sample varied between disagreement and agreement, such that the mean of responses was 3.7578, which is higher than the central value of 3.00. This signifies that the respondents in the sample agreed with the content of the statement, and that obliging researchers to submit their work for publication within a fixed number of pages by journals at Kuwait University, restrict their freedom to publish their work.

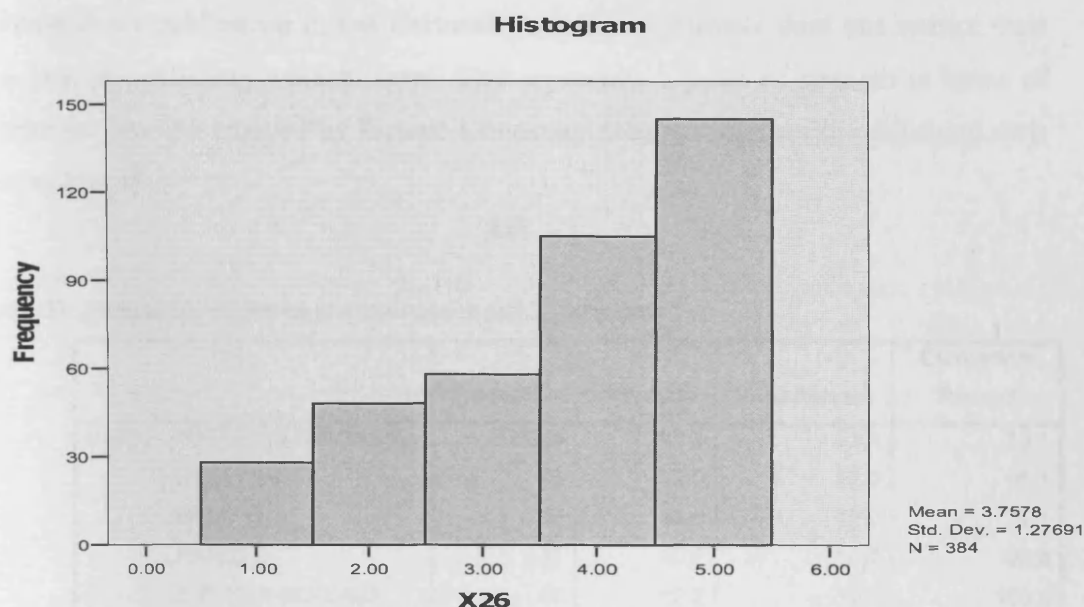


Figure 29: Histogram of responses to questionnaire part 2 - statement 6

This may represent a point of weakness in terms of freedom to publish research enjoyed by faculty members at Kuwait University. This is because the editorial rules of scientific journals at Kuwait University insist that researchers must submit a specific number of pages, which restricts researchers' freedom. This may mean that the researcher finds it difficult, sometimes, to summarise the results of the work in a specific number of pages, especially where the researcher may consider that the nature of the research is such that the submission must contain all the necessary information in the published article. This requires more pages than that allowed by the University's refereed journal, and so restricts, and undermines researchers' freedom and wish to publish their work in Kuwait University scientific journals.

5.3.7 Responses to Questionnaire Part 2 - Statement 7

Statement 7: I believe that adopting the opinion of the academic referee in judging the novelty of the research work, and its acceptance for publication in refereed scientific journals of the University restricts my freedom to publish my work in them.

The table and figure below illustrate that the responses given by the respondents in the sample varied between disagreement and agreement, leading to a mean of 2.1693, which is less than the central value of 3.00. This signifies that the respondents in the sample, overall, did not agree with this statement, and considered that adopting the

opinion of academic referees in judging the worth and novelty of research work submitted for publication in the University's refereed journals does not restrict their freedom of publishing work in them. This represents a point of strength in terms of academic freedom enjoyed by Kuwait University faculty members in publishing their research work.

X27

Table 37: Summary of responses to questionnaire part 2 - statement 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	204	53.1	53.1	53.1
	DISAGREED	46	12.0	12.0	65.1
	NEUTRAL	46	12.0	12.0	77.1
	AGREED	41	10.7	10.7	87.8
	TOTALLY AGREED	47	12.2	12.2	100.0
	Total	384	100.0	100.0	

Histogram

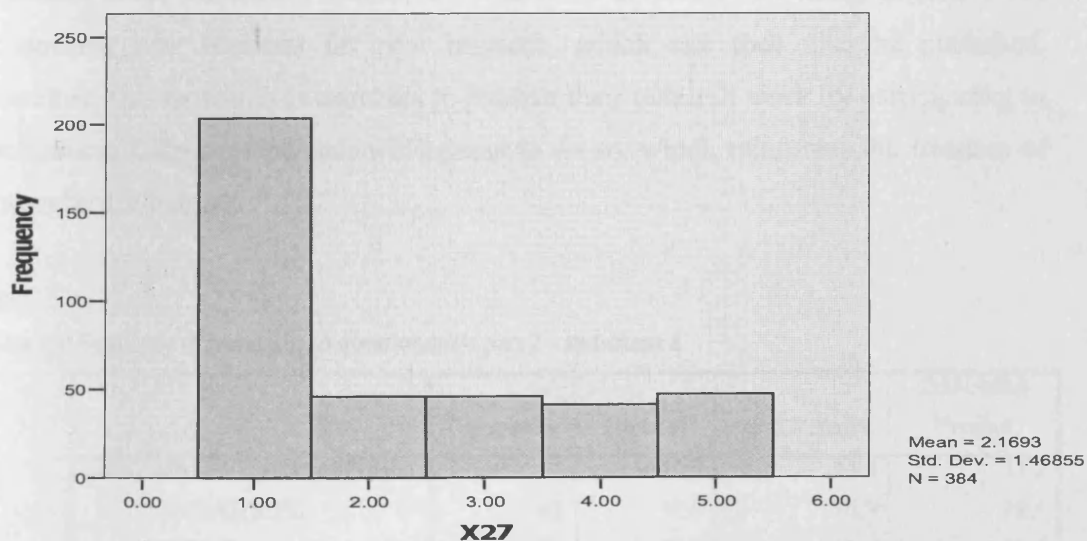


Figure 30: Histogram of responses to questionnaire part 2 - statement 7

This is explained by the essential belief of researchers that referees will properly undertake their role in judging the acceptability of work submitted for publication. Moreover, researchers believe that the referee has the appropriate experience in that role, and as such judges submissions scientifically and objectively, before offering an opinion with neutrality; in the opinion of the academics, this does not constitute an obstacle in front of researchers in terms of their freedom to publish.

5.3.8 Responses to Questionnaire Part 2 - Statement 8

Statement 8: I believe that the University encourages me to publish the results of my research work through participation in scientific conferences, which increases my willingness to publish.

From the table and figure below, the trend in the responses by the sample participants varied between disagreement and agreement, where the mean was 3.63, i.e. higher than the central value of 3.70. This means that the sample respondents agreed on the content of the statement that the University encourages the publication of research results through participation in conferences, which increases the motivation of researchers to publish. This may represent a point of strength in terms of academic freedom enjoyed by faculty members at Kuwait University regarding publication of their research work. This may be due to the fact that Kuwait University regulations allow faculty members to periodically attend conferences that are held in Kuwait or abroad, which encourages researchers to participate by publishing research work in these conferences; these are of benefit to the researchers themselves, in addition to adding new things to their work, or opening new horizons for new research, which can then also be published. Therefore, this motivates researchers to publish their research work by participating in conferences and increases their willingness to do so, which reinforces the freedom of researchers to publish.

X28

Table 38: Summary of responses to questionnaire part 2 - statement 8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TOTALLY DISAGREED	43	11.2	11.2	11.2
DISAGREED	42	10.9	10.9	22.1
NEUTRAL	61	15.9	15.9	38.0
AGREED	103	26.8	26.8	64.8
TOTALLY AGREED	135	35.2	35.2	100.0
Total	384	100.0	100.0	

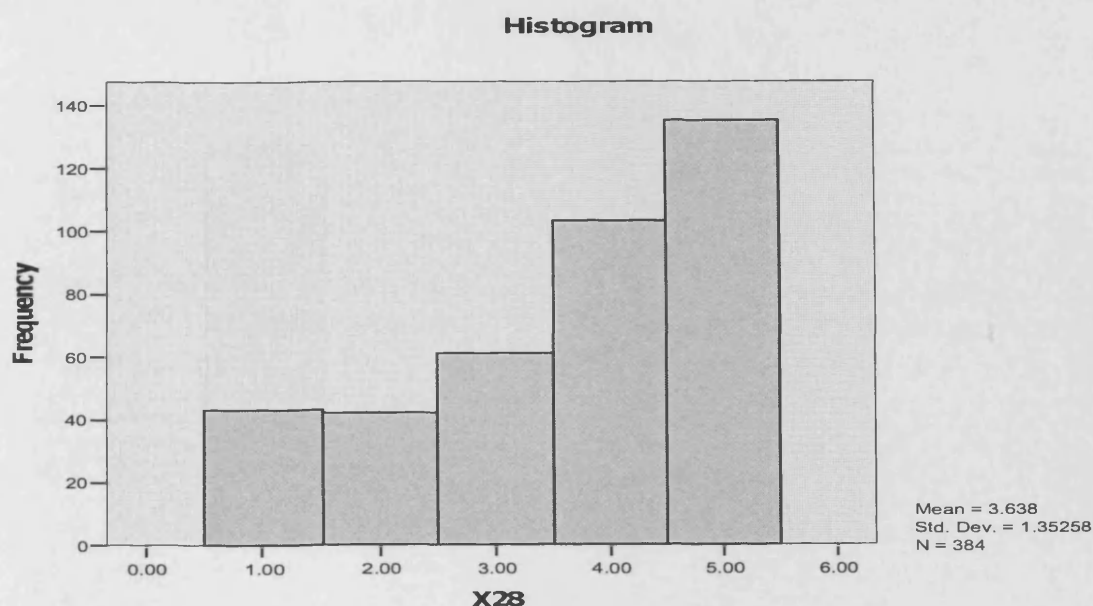


Figure 31: Histogram of responses to questionnaire part 2 - statement 8

5.3.9 Responses to Questionnaire Part 2 - Statement 9

Statement 9: I find it easy to objectively publish the results of my research in the refereed journals.

The table and figure above illustrate the trends in the responses given by participants in the study, which have tended to swing between disagreement and agreement such that the mean of responses was 2.0104, which is less than the central value of 3.00. This indicates that the study sample did not agree to the statement, and that it is not easy to publish the results of research work in the refereed journals with full objectivity. This may represent a point of weakness in regard to the reality of academic freedom at Kuwait University, as enjoyed by faculty members, vis-à-vis publication.

X29

Table 39: Summary of responses to questionnaire part 2 - statement 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	227	59.1	59.1	59.1
	DISAGREED	44	11.5	11.5	70.6
	NEUTRAL	35	9.1	9.1	79.7
	AGREED	38	9.9	9.9	89.6
	TOTALLY AGREED	40	10.4	10.4	100.0
Total		384	100.0	100.0	

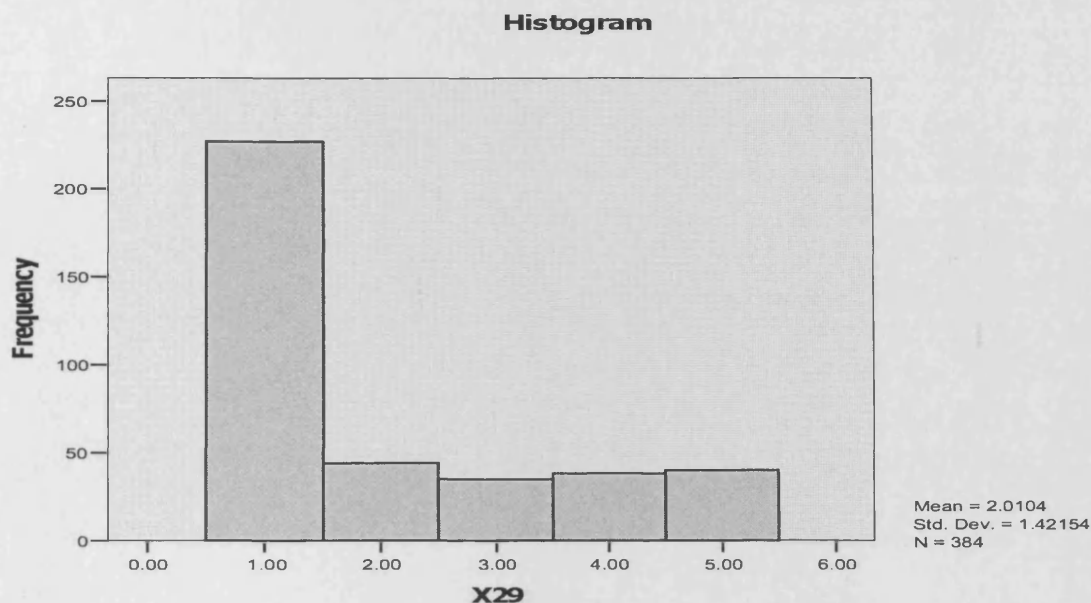


Figure 32: Histogram of responses to questionnaire part 2 - statement 9

The underlying reason may be the absence of a clear policy that specifies what may be published and what cannot to be published, which leads to the researcher exercising self-censorship in publishing the research. This puts the researcher in some difficulty, where at times they are hesitant regarding what they wish to publish. Therefore, they cannot express their opinions freely out of fear of censorship or potential prosecution.

5.3.10 Responses to Questionnaire Part 2 - Statement 10

Statement 10: It is easy for me to express my personal opinions in research that I wish to publish in refereed journals without any intellectual restrictions.

X210

Table 40: Summary of responses to questionnaire part 2 - statement 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	225	58.6	58.6	58.6
	DISAGREED	50	13.0	13.0	71.6
	NEUTRAL	36	9.4	9.4	81.0
	AGREED	37	9.6	9.6	90.6
	TOTALLY AGREED	36	9.4	9.4	100.0
	Total	384	100.0	100.0	

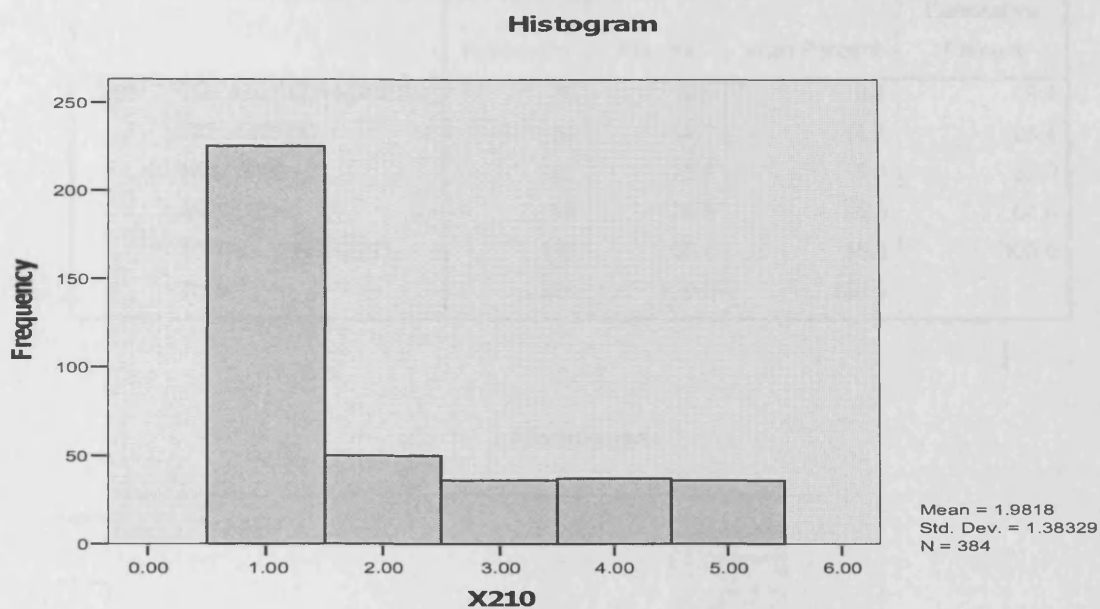


Figure 33: Histogram of responses to questionnaire part 2 - statement 10

Both the table and figure above illustrate that the trend in the responses given by participants in the study varied between disagreement and agreement, with a resultant mean of 1.9818; this is less than the central value of 3.00. This indicates that the sample respondents did not agree with the content of this statement, and that it is not easy to express personal opinions in work, which researchers wish to publish in refereed journals, without any intellectual restrictions. This may represent a point of weakness in terms of academic freedom enjoyed by faculty members in publishing their research work. There are many interpretations that can be offered, as to why the respondents have taken such a contrary position. This may be because free expression of opinion by researchers may subject their ideas to other interpretations, which may be harmful to the interests and values of society or harmful to the researcher personally. This makes researchers unwilling to express their personal opinions at all, or do so in a limited way for fear of censorship.

5.3.11 Responses to Questionnaire Part 2 - Statement 11

Statement 11: I believe that the university protects intellectual property rights of my published research work, which increases my motivation to publish.

X211

Table 41: Summary of responses to questionnaire part 2 - statement 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	36	9.4	9.4	9.4
	DISAGREED	54	14.1	14.1	23.4
	NEUTRAL	61	15.9	15.9	39.3
	AGREED	97	25.3	25.3	64.6
	TOTALLY AGREED	136	35.4	35.4	100.0
	Total	384	100.0	100.0	

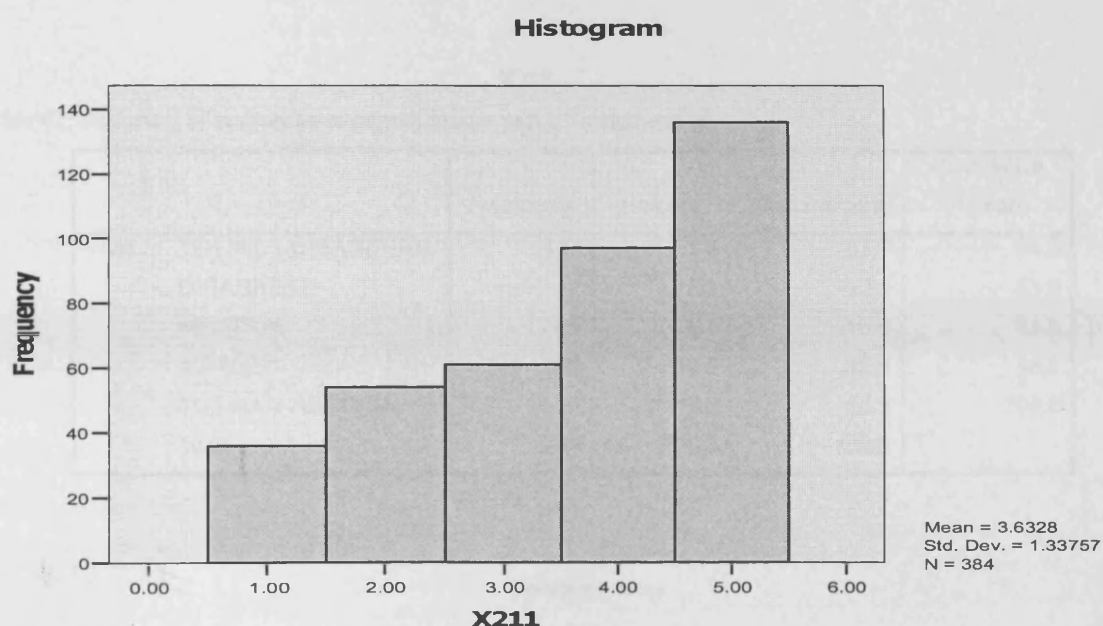


Figure 34: Histogram of responses to questionnaire part 2 - statement 11

The previous table and figure revealed that the trend in the responses given by the participants in the study varied between disagreement and agreement, leading to a mean of 3.6328, which is higher than the central value of 3.00. This means that the respondents in the sample, overall, have agreed on the content of this statement, and that they believed that the university protected the intellectual property rights to the research that they had published. This in turn led to greater motivation on the part of researchers to publish their work. This may represent a point of strength in regard to the academic freedom enjoyed by faculty members at Kuwait University in terms of publishing their research work. The reason for this, in the view of the author, is that the university protects the intellectual property rights of researchers through the laws and regulations specific to Kuwait University; Article 17 in Law No.64 for 1999 regulating intellectual property rights at Kuwait University, and Law No.4 of 1962 regarding the

protection of inventions and intellectual property rights according to the agreement on intellectual property by the World Trade Organisation, of which Kuwait is party. This may perhaps explain the agreement of the respondents that the regulations are enforced, and that they enjoy freedom in terms of protected intellectual property rights subsisting in their published work.

5.3.12 Responses to Questionnaire Part 2 - Statement 12

Statement 12: It is difficult for me to publish some of the results of my research, which I may feel is sensitive to society, in the different media.

X212

Table 42: Summary of responses to questionnaire part 2 - statement 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	197	51.3	51.3	51.3
	DISAGREED	47	12.2	12.2	63.5
	NEUTRAL	40	10.4	10.4	74.0
	AGREED	48	12.5	12.5	86.5
	TOTALLY AGREED	52	13.5	13.5	100.0
	Total	384	100.0	100.0	

Histogram

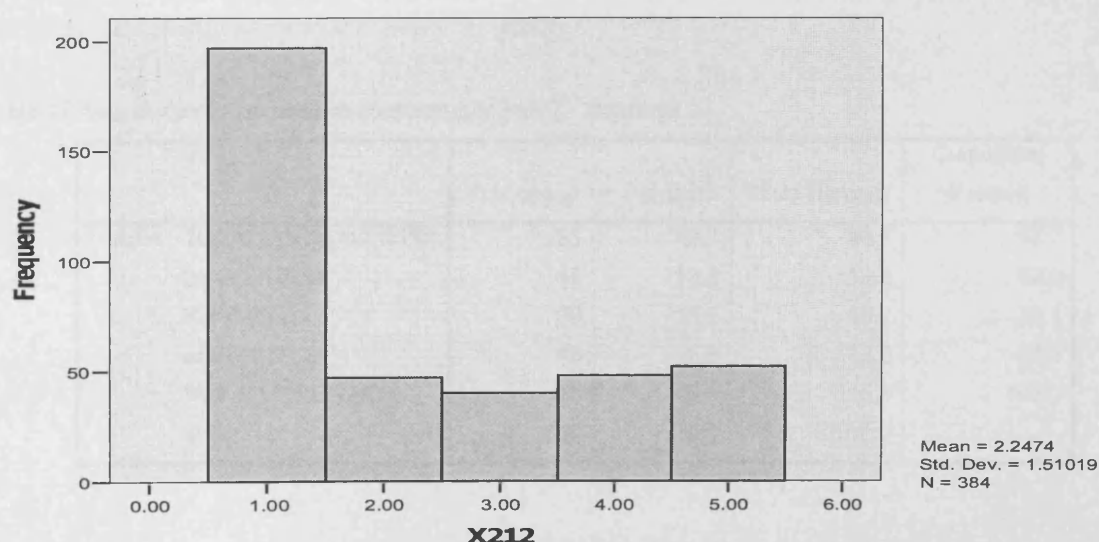


Figure 35: Histogram of responses to questionnaire part 2 - statement 12

The table and figure above illustrate that the responses given by the sample of participants have varied between disagreement and agreement, resulting in a mean of 2.2474, which is less than the central value of 3.00. This signifies that the respondents, overall, do not agree on the statement, and that it is not difficult for researchers to publish some of the results of their research, which is subject to sensitivity in society, in the various media. This may represent a point of strength in regard to the academic freedom enjoyed by faculty members to publish their research work.

The reason is that faculty members through their experience of publishing, and their knowledge of the culture and values of Kuwaiti society would have acquired sufficient knowledge in identifying what may be considered sensitive in their research, and how that can be handled in terms of publication; for example, determining the nature of information that is published, and the extent of its positive or negative impact on society. In addition, how phrases are formulated, and the work is presented, are matters related to publication. Therefore, employing a robust scientific methodology in publishing research work would not be a cause for problems after publication. Therefore, these matters have become the norm, and are accepted, in terms of guiding researchers, and so do not affect them much.

5.3.13 Responses to Questionnaire Part 2 - Statement 13

Statement 13: I feel that it is important not to publish my research, only after making sure that it is suitable for publication, in order to avoid conflict with the censors.

X213

Table 43: Summary of responses to questionnaire part 2 - statement 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOTALLY DISAGREED	191	49.7	49.7	49.7
	DISAGREED	47	12.2	12.2	62.0
	NEUTRAL	39	10.2	10.2	72.1
	AGREED	49	12.8	12.8	84.9
	TOTALLY AGREED	58	15.1	15.1	100.0
	Total	384	100.0	100.0	

The table above and figure below demonstrate that the trend in responses has varied between disagreement and agreement, with a mean of 2.3125, which is less than the central value of 3.00. This indicates that, overall, the respondents in the sample have

disagreed with the statement, and feel that they should not need to ensure that research is appropriate for publication, in order to avoid conflict with censors.

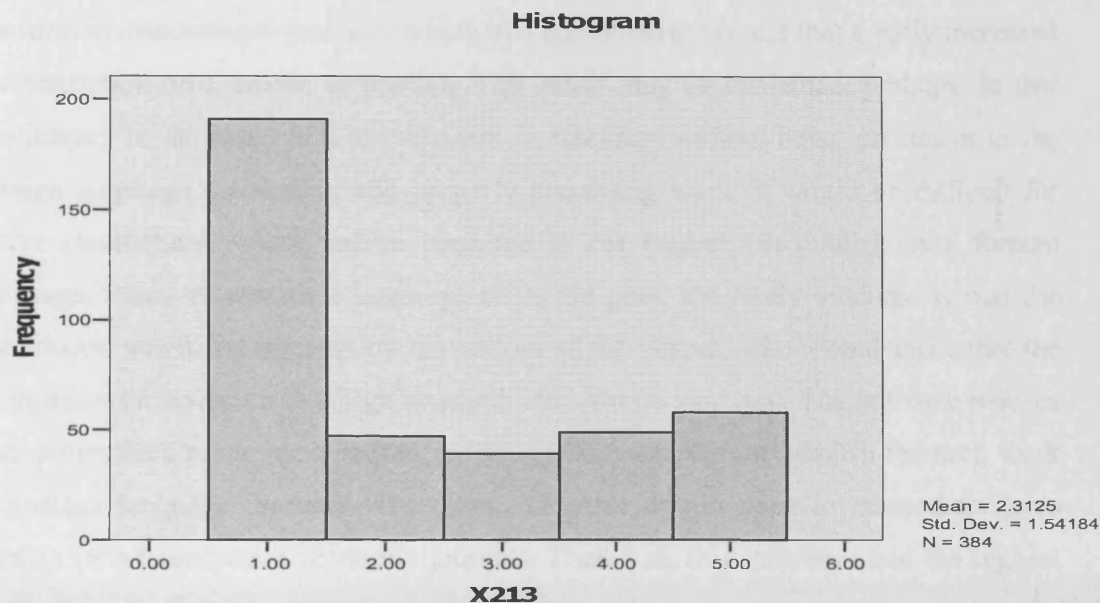


Figure 36: Histogram of responses to questionnaire part 2 - statement 13

This may represent a point of weakness in regard to the state of academic freedom enjoyed by faculty members in regard to publishing their research work at Kuwait University. The reason is that internal regulations related to the conditions on publishing research at the University stipulate that the freedom to research is respected, on condition that it does not conflict with religion, or the general system of the country. Therefore, some researchers feel that this restricts their freedom to publish research, due to the need to avoid confrontation with the censors. Moreover, this position is supported by incidents involving faculty members at Kuwait University, which ended with them being fired from the University, or prosecuted. Their research work had led to conflict with the censors, even though they had followed sound scientific methods, and had presented the results of the research with full objectivity.

In presenting the previous questionnaire items, we find that these items have in the majority focused on the extent to which faculty members enjoy freedom to have the administrative and technical resources facilitated for publishing, represented in items 1, and 11, and the extent to which the faculty member enjoys freedom in benefiting from the research environment in order to undertake publication of his work, as was the case

in items 5 and 9. In presenting the results of these previous items, it becomes clear to us that the highest value of mean in responses among them, related to the freedom to publish, was item 4 with a mean of 3.82. This was negative in terms of the inability of researchers to perfect a foreign language other than Arabic in order to publish their research in international journals, which was one of those matters that greatly increased the restriction on freedom to publish. This result may be explained, perhaps, in that proficiency in language is a key element in research; without being proficient in the foreign language, in writing and properly presenting work, it would be difficult for active researchers, whose native language is not English, to publish in a foreign language. Since researcher's language skills are poor, the likely outcome is that the submission would be rejected by the editors of the journal, who would insist that the submission be rewritten to a high standard of academic language. The outcome reduces and undermines academic freedom in terms of opportunities to publish research work in foreign language journals. Therefore, the other option open to researchers is to publish in refereed Arab academic journals. Therefore, this statement had the highest mean in terms of responses compared to others.

On the other hand, the least value in terms of mean of responses, in the previous items, which was negative in terms of freedom to undertake academic research, was that of item 10, with a mean of 1.98. This is negative in that it is not easy for faculty members to express their personal opinion in those researches they wish to publish in refereed journals, without any intellectual restrictions. Perhaps the reason that this item had secured the lowest mean value, is that in the majority of published research, researchers express their personal opinions based on facts, evidence, and scientific proofs, which they had gathered, and therefore did not feel that this harmed their freedom to publish such opinions as are founded on scientific evidence; moreover, the aim of research is to arrive at the truth, without being influenced by political or social factors, which may influence their opinions in research. In addition, such published research is subject to review by referees before publication, and therefore they did not feel that it would be harmful to them.

It is clear from the above, that some statements represent negatives in terms of the state of academic freedom enjoyed by Kuwait University staff in publishing their research work. This is summarised and illustrated in the following table containing these statements.

Table 44: Negative statements in regard to the state of academic freedom enjoyed by faculty members at Kuwait University in publishing their research work

No	Statements
1	I believe that the University provides me with sufficient funding to publish my research in academic journals
2	I enjoy freedom in choosing the refereed journals appropriate to me in my field of specialisation to publish my research linked to promotion
4	I believe that my inability to perfect one foreign language (other than Arabic) in which research is published in international journals is one of the issues that restrict my freedom to publish my research work within them
5	I consider that the long delay in accepting my submission for publication in the University's refereed journals, restricts my freedom to publish my research in them
6	I consider that obliging me to submit my work within a set number of pages by the University's journals is one of those issues that restricts my freedom to publish my work in them
9	I find it easy to objectively publish the results of my research in the refereed journals
10	It is easy for me to express my personal opinions in research that I wish to publish in refereed journals without any intellectual restrictions
13	I feel that it is important not to publish my research, only after making sure that it is suitable for publication in order to avoid conflict with the censors

The table above reflects negative statements in terms of the state of academic freedom enjoyed by faculty members at Kuwait University, in publishing their research. Tackling these issues appropriately may lead to an improvement in the state of academic freedom at Kuwait University.

5.4 Testing the study hypotheses

The study hypotheses, as presented in chapter X, aimed to find out the statistical significance and differences for some demographic variables, such as gender, nationality, age, academic rank, and work experience, with regard to academic freedom. The results regarding these hypotheses and the variables are presented in the following sections.

5.4.1 Testing the first hypothesis

The hypothesis states:

“The opinion of academics will vary according to the difference in demographic variables regarding the state of academic freedom enjoyed by faculty members in undertaking research at Kuwait University”.

1) Gender:

The table (45) below presents the results of the Mann–Whitney U test (or Wilcoxon-Mann-Whitney) on the effect of gender on the freedom to conduct research by faculty members at Kuwait University.

Table 45: Results of the Mann–Whitney U test (or Wilcoxon- Mann-Whitney) on the effect of gender on the freedom of faculty members in carrying out research at Kuwait University

GENDER		N	Mean Rank	Sum of Ranks	X1	
1	FEMALE	79	176.01	13905.00	Mann-Whitney U	10745.000
	MALE	305	196.77	60015.00	Wilcoxon W	13905.000
	Total	384			Asymp. Sig. (2-tailed)	.124

a Grouping Variable: GENDER

The table above illustrates that despite the fact that males were more aware of academic freedom enjoyed by faculty members in conducting researcher at University compared to females, yet the Mann-Whitney value was not statistically significant ($p < 0.05$). This means that there is no significant statistical difference between males and females, in terms of their understanding and enjoyment of academic freedom at Kuwait University. This result may be explained in that academic freedom enjoyed by faculty members at University, whether males or females, is the same. Both genders, according to their job description and university regulations enjoy the same level of freedom in conducting research, and there are no special concessions, in this respect, given to either gender at Kuwait University.

2) Nationality

Table (46) below presents a result of the Mann-Whitney U test regarding the effect of nationality on the state of academic freedom enjoyed by faculty members conducting research at Kuwait University.

Table 46: Mann-Whitney test result for the influence of nationality of faculty members on academic freedom at University in conducting research

NATIONALITY		N	Mean Rank	Sum of Ranks	X1	
X1	FOREIGN	121	23023.50	190.28	Mann-Whitney U	15642.500
	KUWAITI	263	50896.50	193.52	Wilcoxon W	23023.500
	Total	384			Asymp. Sig. (2-tailed)	.002

a Grouping Variable: NATIONALTY

From the table, it is clear then that Kuwaiti faculty members are more aware of the state of academic freedom that faculty members enjoy while conducting research at Kuwait University compared to non-Kuwaiti staff. The value of Mann-Whitney U was statistically significant ($p < 0.05$).

This indicates that there is a significant statistical difference between the two groups, in terms of their understanding and awareness of academic freedom of faculty members in conducting research at Kuwait University; with Kuwaiti nationals having greater awareness and understanding. This may be explained in the fact that non-Kuwaitis are employed generally to fill the shortfall in faculty members with respect to the increasing numbers of students accepted annually. Therefore, non-Kuwaiti faculty members spend the majority of their time teaching, at the expense of research, and do not have the same freedom; unlike Kuwaitis, foreign staff are tied by contract with the University that specifies the number of teaching hours, which are more than those allocated to Kuwaitis staff, which reduces their inclination to conduct research. This may also be due to the fact that non-Kuwaitis do not have sufficient experience of the nature of research, of interest to the State of Kuwait, in studying the local issues and problems affecting the country, which require treatment through research. This gives Kuwaiti researchers the ability to more rapidly select the research topics of interest to the country, and accomplish these. This may also be explained by the possibility that foreign researchers may have concerns, given that they lack academic immunity, if they were to tackle sensitive topics or those that negatively affected society. In contrast, Kuwaiti faculty members enjoy a permanent post, and immunity from dismissal, except in rare circumstances. In contrast, foreign faculty members are appointed on temporary contracts, which leaves them open to prosecution, or dismissal at the end of their contract.

3) Age

Table (47) below summarises the results of the Kruskal-Wallis test (Chi-square) on the effect of age on the state of academic freedom enjoyed by faculty members conducting research at Kuwait University.

Table 47: Result of the Chi-square test effect of age on academic freedom to conduct research at Kuwait University

AGE		N	Mean Rank	X1	
X1	25- LESS THAN35	151	201.09	Chi-Square	.887
	35- LESS THAN45	137	191.09	df	2
	45 AND OVER	96	188.03	Asymp. Sig.	.000
	Total	384		Chi-Square	.887

a Kruskal Wallis Test

b Grouping Variable: AGE

From the table above, it is clear that age significantly affects the understanding of academics of the freedom enjoyed by faculty members in conducting research at Kuwait University. There are statistically significant differences among the different age groups, where the value of Chi-square was significant ($p < 0.05$).

It is clear that the younger the age of the academics, the greater the difficulty in understanding their academic freedom in conducting research at Kuwait University. This may be due to the fact that older academics have greater experience, and are used to this state of affairs, and are fairly well integrated with it and accepting of it, given their experiences in this regard. This is especially the case, since we find that some research requires field work, and approval by the authorities, which requires great effort; because of their age, older academics may have less inclination and willingness to undertake such research. Moreover, this may also be due to the fact that the older faculty members had already undertaken many researches covering the area of specialisation, and given the benefit of all their experience, and may not be in a position to give more, which may weaken their motivation to carry out research. In comparison, younger researchers with less experience and research history possess the motivation and wish to prove themselves, and develop their career and academic path. As a result, they may confront many pitfalls with regard to academic freedom in the area of conducting research.

4) Academic rank

Table (48) below summarises the results of the Kruskal-Wallis test (Chi-square) on the significance of academic rank to the state of academic freedom enjoyed by faculty members conducting research at Kuwait University.

Table 48: Result of the Kruskal-Wallis test on the effect of academic rank on academic freedom to conduct research at Kuwait University

TITLE	N	Mean Rank	X1	
X1 STAFF	180	200.50	Chi-Square	1.019
ASS. PROF	120	189.78	df	2
PROF.	84	186.92	Asymp. Sig.	.001
Total	384			

a Kruskal Wallis Test

b Grouping Variable: TITLE

The table shows that academic rank is significant in terms of the feeling and awareness of academics regarding academic freedom they enjoy in conducting research at Kuwait University. Statistically significant differences have emerged between the different academic ranks, given a significant Chi-square value ($p < 0.05$).

The result also indicates that the higher the academic rank, the less willing the faculty member is to undertake research. In this consideration, full professors were least inclined to conduct research, followed by associate professors, and then assistant professors. This may be attributed to the fact that academics with higher rank are less productive in the area of research having reached the top of the job scale, and have already undertaken sufficient research to gain promotion. As we have said during this chapter, the majority of research undertaken by faculty members is in the first instance, aimed at satisfying the conditions for promotion; the university, generally, encourages researchers, and supports funded research, in order to promote researchers, which is the case for the majority of completed research. Therefore, it is possible that after reaching the rank of full professor, there is less inclination to undertake research compared to associate and assistant professors. In contrast, the lower academic ranks of associate and assistant professors are still at the peak of their research contribution, and seeking promotion and academic advancement.

5) Experience

Table (49) below summarises the results of the Kruskal-Wallis test (Chi-square) on the significance of work experience with regard to the state of academic freedom enjoyed by faculty members conducting research at Kuwait University.

Table 49: Kruskal-Wallis test result for the significance of experience to academic freedom to conduct research at Kuwait University

EXPERIENCE		N	Mean Rank	X1	
X1	LESS THAN 5 YEARS	45	200.59	Chi-Square	.985
	5- LESS THAN 10 YEARS	163	196.27	df	3
	10- LESS THAN 15 YEARS	101	189.70	Asymp. Sig.	.005
	OVER THAN 15 YEARS	75	187.22		
	Total	384			

a Kruskal Wallis Test

b Grouping Variable: EXPERIENCE

The table shows that experience is significant in terms of the understanding and awareness of academics of academic freedom in conducting research at Kuwait University; the value of Chi-square was statistically significant ($p < 0.05$).

The result also reveals that the greater the experience of faculty members, the less inclination they have to undertake research. This is due to highly experienced academics being more knowledgeable regarding the situation, given their job position, and their experience in how to formulate research, and identify what is sensitive and what is not, in the choice of topics for publishing. In addition, highly experienced academics (for example, full professors) participate in setting and formulating the standards and criteria, and topics for research, as well as how this may be conducted, given their position in the administration dealing with research.

From the foregoing, it is clear that the first hypothesis is true, that is:

“The opinion of academics will vary according to the difference in demographic variables (other than gender) regarding the state of academic freedom enjoyed by faculty members in undertaking research at Kuwait University”.

5.4.2 Testing the second hypothesis

This hypothesis states:

“The opinion of academics will vary according to the difference in demographic variables regarding the state of academic freedom enjoyed by faculty members in publishing research at Kuwait University”.

The following are the non-parametric tests used to test this hypothesis.

1) Gender:

The table (50) below presents the results of the Mann–Whitney U test (or Wilcoxon-Mann-Whitney) on the effect of gender on the freedom to publish research by faculty members at Kuwait University.

Table 50: Results of the Mann–Whitney U test (Wilcoxon- Mann-Whitney) on the effect of gender on the freedom of faculty members in publishing research at Kuwait University

GENDER		N	Mean Rank	Sum of Ranks	X2	
X2	FEMALE	79	190.29	15880.50	Mann-Whitney U	11374.500
	MALE	305	201.02	58039.50	Wilcoxon W	58039.500
	Total	384			Asymp. Sig. (2-tailed)	.417

a Grouping Variable: GENDER

The previous table shows that despite the fact that male faculty members were more aware of academic freedom enjoyed by faculty members in publishing researcher at Kuwait University compared to their female colleagues, yet the Mann-Whitney value revealed that this was not statistically significant ($p < 0.05$). This means that there is no significant statistical difference in terms of gender in the enjoyment of freedom to publish research at Kuwait University. This is explained in that publishing is open to both female and male faculty members and there is no discrimination in the freedom to publish in the journals belonging to the University, or external journals. This may also be due to the fact that the educational system in Kuwait does not discriminate on the basis of gender, in regard to University education, or the process of research. The Kuwaiti constitution stipulates that there is equality between men and women in terms of rights and responsibilities, and since the University is part of this frame, then the freedom to publish is safeguarded equally for both male and female faculty members without discrimination. Moreover, differences due to gender do not enter among the criteria for publishing in scientific journals belonging to Kuwait University, or the process of promotion, or rising to the higher administrative levels.

2) Nationality:

Table (51) below gives the results of the Mann–Whitney U test (or Wilcoxon- Mann-Whitney) on the effect of nationality on the state of academic freedom regarding publication of research by faculty members at Kuwait University.

Table 51: Results of the Mann–Whitney U test (Wilcoxon- Mann-Whitney) on the effect of nationality on the freedom of faculty members in publishing research at Kuwait University

NATIONALITY		N	Mean Rank	Sum of Ranks	X2	
X2	FOREIGN	121	188.44	24361.00	Mann-Whitney U	14843.000
	KUWAITI	263	201.33	49559.00	Wilcoxon W	49559.000
	Total	384			Asymp. Sig. (2-tailed)	.000

a Grouping Variable: NATIONALITY

From the previous table, it is clear that Kuwaiti faculty members are more aware of the reality of academic freedom that faculty members at Kuwait University enjoy in publishing research compared to foreign staff. The Mann-Whitney U value was statistically significant ($p < 0.05$).

This indicates that there is a significant statistical difference between the two groups, on the basis of nationality, in their awareness of academic freedom of faculty members in publishing research at Kuwait University; Kuwaiti nationals had greater awareness and understanding. This may be interpreted in that non-Kuwaiti faculty members are less inclined to publish research, since they did not possess academic immunity compared to Kuwaiti faculty members in regard to publishing research. Foreign staff are bound by temporary contracts, and hence are afraid of censorship, whether within the University, or from the State, in regard to the research that they wish to publish, and the possibility of conflict with the political or social order in the country. This may subject them to legal sanction, especially as foreign faculty members do not fully comprehend the extent to which their discourse is acceptable and in harmony with the culture of the host society. This is particularly the case, when the results of research touch upon sensitive areas, or may be harmful to society due to lack of understanding of the sensitivity of what is to be published, and foreign staff members' limited understanding and experience in absorbing the cultural, social, and political reality of Kuwait compared to native citizens. Therefore, non-Kuwaiti faculty members feel that they are under the watchful eye of State and society. Moreover, the interest of foreign faculty members is focused on the material financial aspect, since they are

bound by temporary contract to the University for the purpose of teaching over a specific period. Therefore, the majority of time is spent in long periods of teaching for the sake of remuneration. As for publishing, it does not have the same financial rewards as offered by teaching. For example, we find that non-Kuwaiti staff increase their teaching hours, since they are contacted by the University for teaching, in the first instance, rather than for doing research. Non-Kuwaiti faculty members are bound by contract to teach a specific number of hours, which are more than the allocation given to Kuwaiti staff, and so reduces their inclination to conduct research or publish it. This explains why Kuwaiti faculty members enjoy more freedom in terms of publishing research.

3) Age:

Table (52) below summarises the results of the Kruskal-Wallis test (Chi-square) on the significance of age to the state of academic freedom enjoyed by faculty members in publishing research at Kuwait University.

Table 52: Result of the Kruskal-Wallis test on the effect of age on freedom to publish research at Kuwait University

AGE		N	Mean Rank	X2	
X2	25- LESS THAN35	151	196.65	Chi-Square	Chi-Square
	35- LESS THAN45	137	195.71	df	df
	45 AND OVER	96	181.53	Asymp.	Asymp.
				Sig.	Sig.
	Total	384			

a Kruskal Wallis Test

b Grouping Variable: AGE

From the table above, it is clear that age significantly affects the academic freedom of faculty members in publishing research at Kuwait University. Statistically significant differences were revealed to exist among the different age groups, as the value of Chi-square was statistically significant ($p < 0.05$).

It is clear that the younger the faculty member, the greater the enjoyment of academic freedom in publishing research at Kuwait University. This may be due to the fact that older academics are those who have exercised the freedom to publish and become used to the status quo, and are fairly well integrated with it and accepting of it, given their experiences in this regard. Older academics have published their research work and

been promoted to the position of full professor, or due to their age may have less inclination and willingness to publish any more research with the advance of age. In contrast, younger researchers, whose experience and research contributions are less, are motivated, and wish to prove themselves, to develop their career and academic path by undertaking and publishing research. This may be explained in that publishing at Kuwait University is linked solely to promotion, and has no relation to the application, or extent of benefit derived in publishing research on life's reality. Therefore, a full professor will have satisfied himself in terms of freedom to publish; once he secures a professorship, he is less inclined to think of publishing research. In contrast, associate and assistant professors still wish to publish their work in journals for the sake of promotion, with more publications to further their career, and contribute new things to their field, or to acquire greater experience in their area.

4) Academic rank:

Table (53) below summarises the results of the Kruskal-Wallis test (Chi-square) on the significance of academic rank to the state of academic freedom enjoyed by faculty members in publishing research at Kuwait University.

Table 53: Result of the Kruskal-Wallis test on the effect of academic rank at Kuwait University on academic freedom to publish research

TITLE	N	Mean Rank	X2	
STAFF	180	199.65	Chi-Square	1.583
ASS. PROF	120	186.73	df	2
PROF.	84	185.82	Asymp.	
			Sig.	.003
Total	384			

a Kruskal Wallis Test

b Grouping Variable: TITLE

The table shows that academic rank is significant in terms of academics' awareness regarding the freedom to publish research at Kuwait University. There are statistically significant differences between the different academic ranks, as the Chi-square value was significant ($p < 0.05$).

The result also indicated that the higher the academic rank, the less freedom faculty members at Kuwait University had to publish their research. Those least affected by this were full professors, followed by associate professors, and then assistant

professors. This is due to the fact that academics with higher academic rank have lower output in terms of research, and therefore less interest in publishing, given that they had achieved and reached the top of their scales. In this regard, publishing is linked to academic promotion, rather than the extent to which the published research is beneficial to society. Therefore, publishing is merely a means for academics at the University to be promoted to the highest level, after which there is no incentive to publish more research. In contrast, those in the lower academic ranks, such as associate and assistant professors, are still at the peak of their potential to contribute to research, in their quest for advancement, personal fulfilment, and constant efforts to produce and publish research output.

5) Experience:

The following table (54) presents the results of the Kruskal-Wallis test (Chi-square) regarding the significance of experience to the state of academic freedom enjoyed by faculty members in publishing research at Kuwait University.

Table 54: Kruskal-Wallis test result for the significance of experience to academic freedom to publish research at Kuwait University

EXPERIENCE		N	Mean Rank	X2	
X2	LESS THAN 5 YEARS	45	203.96	Chi-Square	4.766
	5- LESS THAN 10 YEARS	163	197.46	df	3
	10- LESS THAN 15	101	185.17	Asymp. Sig.	.000
	OVER THAN 15 YEARS	75	174.49		
	Total	384			

a Kruskal Wallis Test

b Grouping Variable: EXPERIENCE

The previous table reveals that length of experience is statistically significant in terms of the awareness of faculty members of academic freedom in publishing research at Kuwait University, as the value of Chi-square was statistically significant ($p < 0.05$).

The result also reveals that the greater the experience of faculty members, the less influenced they were by the state of academic freedom in terms of publishing research at Kuwait University. This is due to the fact that experienced academics are more knowledgeable of the status quo given their job positions. In addition, those with the greatest experience (such as full professors) are those who decide and approve the

publication of research, as well as defining the process by which this takes place; given that they are part of committees and act as referees reviewing submissions to journals.

From the foregoing, the second hypothesis has been found to be true. This stated:

“The opinion of academics will vary according to the difference in demographic variables (other than gender) regarding the state of academic freedom enjoyed by faculty members in publishing research at Kuwait University”.

5.5 Summary of statistical analysis and results

The results of the questionnaire analysis have revealed core differences in the responses, which illustrated weaknesses in the extent to which faculty members enjoy freedom in the process of conducting research, and more so in publishing, in the freedom existing in both areas, even though Kuwait has a democratic political system. These results were different from those of Keith (1996), that faculty members have less moderate threat to their academic freedom in the area of research. However, both studies agreed that faculty members have to value the academic freedom and gain more of it in these areas. Also, this study's results differed from Al-Zyoud. (2001), where faculty had a sufficient level of academic freedom in research and publishing.

The study hypotheses were tested using several statistical techniques, such as “Mann-Whitney”, “Kruskal-Wallis”, and “Chi-square” tests. These hypotheses were:

1. The opinion of academics will vary according to the difference in demographic variables regarding the state of academic freedom enjoyed by faculty members in undertaking research at Kuwait University.
2. The opinion of academics will vary according to the difference in demographic variables regarding the state of academic freedom enjoyed by faculty members in publishing research at Kuwait University.

Both these hypotheses were found to be true, other than regarding a single variable, namely “gender” of faculty members.

The results of the analysis regarding the statements relevant to the first hypothesis, which dealt with the freedom to conduct research, revealed some points of weakness, which were revealed in the responses to the following statements:

- I believe that bureaucracy in administrative procedures in applying for funded research contracts hinder my freedom to conduct research
- I believe I receive sufficient funding to carry out my research

- I believe that I have full freedom in choosing the topic of research for which I seek funding without interference from the funding body
- I believe that I have sufficient time to dedicate to work on my research
- I consider that the difficulty in acquiring the level of skill in the language that I wish to use in writing my research is one of the matters that restrict my freedom in research, and properly tackling subject matter
- I believe that the university provides me with training opportunities in new research skills and methods, which increases my capabilities in developing my research
- I find there is genuine cooperation between me and other researchers sharing the same area of specialisation, which helps in the development of my capabilities to do research
- I consider that the lack of benefit taken from the results of my research, which can contribute to enhancement of development programmes by civil society institutions, is one of the matters that restricts my freedom to carry out new research
- I think that the routine procedures to gain official permission to conduct (implement) research in the field by the authorities restricts my freedom to carry out research

The results of the analysis regarding the statements relevant to the second hypothesis, which dealt with the freedom to publish research, revealed some points of weakness, represented by the responses given by participants in the sample to the following statements:

- I believe that the University provides me with sufficient funding to publish my research in academic journals
- I enjoy freedom in choosing the refereed journals appropriate to me in my field of specialisation to publish research linked to promotion
- I believe that my inability to perfect one foreign language (other than Arabic) in which research is published in international journals is one of the issues that restrict my freedom to publish my research work in them
- I consider that the long delay in accepting my submission for publication in refereed journals at the University, restricts my freedom to publish my research in them

- I consider that obliging me to submit my work in a fixed number of pages by the University's journals is one of those issues that restrict my freedom to publish my work in them
- I find it easy to publish objectively the results of my research in the refereed journals
- It is easy for me to express my personal opinions in research that I wish to publish in refereed journals without any intellectual restrictions
- I feel that it is important not to publish my research, only after making sure that it is suitable for publication, in order to avoid conflict with the censors

These issues require genuine attention, in order to improve the state of academic freedom for faculty members at Kuwait University, in their ability to freely conduct research and publish it. This would enable the university to fulfil its mission of serving the various branches of knowledge, society, and State institutions in all areas of life, in order to achieve the renaissance and progress of the country.

CHAPTER 6. ANALYSIS AND DISCUSSION OF INTERVIEWS

6.1 Introduction

This chapter presents and analyses the opinions that were obtained from the interviews conducted with members of faculty (academic grades: full professor – associate professor - assistant professor). The interviewees were selected from the main specialisations, i.e. science, arts, and humanities, and cover the range of specialisations in the different faculties of Kuwait University. The aim of these interviews was to enable the researcher to benefit from the views of academics with direct experience of the issue of academic freedom; from the perspective of the definition, and the obstacles to academic freedom, as faced by faculty members of Kuwait University in the areas of research and publication. More specifically, these interviews aimed to explore and identify faculty members' opinions and knowledge of the concept of academic freedom, and what were the most prominent obstacles or challenges that confronted them, and which could restrict (reduce), this freedom or violate it. These issues were specified in the interview schedule. The interview data, as collected by the researcher, will be presented, then analysed and discussed as a series of independent themes that can be assigned to the two contexts of academic freedom as such, and its associated obstacles as faced by faculty members in the areas of research and publication.

The findings of the interviews with academics or faculty members are presented according to these two main themes. In this framework, the results are presented and discussed as sub-themes or categories related to the main themes covered by the interviews of academics.

The researcher conducted these interviews in nine major faculties representing the main general specialisations of science, arts, and humanities, at a ratio of two interviews per academic in each faculty. The interviews covered the concept of academic freedom, and freedom of research and publication for faculty members at Kuwait University. The interviewees represented the different academic grades of lecturer, assistant lecturer, and senior lecturer. A purposive sampling scheme to cover the main specialisations was followed. Meanwhile, a snowball sampling scheme was used to select the faculty members with the practical experience, who would most benefit the researcher in obtaining rich data on the topic of academic freedom for

faculty members, as well as the obstacles to freedom in the area of research and scientific publication at Kuwait University.

6.2 The concept of academic freedom and its limits: the six definitions

One of the aims of the interview questions, as mentioned, was to explore and understand the concept of academic freedom from the perspective of faculty members at Kuwait University. This was achieved through the interviews, in which six different definitions have been obtained. These can be cast into two areas: (1) freedom of research and publication and (2) freedom of teaching, research, and publication, with differing criteria and rules to frame them. Regarding the first area, some interviewees considered that freedom of research and publication was absolute, while others considered that it is limited to the area of specialisation, and must take into account the prevailing cultural values of society. In terms of the second area, among those who support freedom of teaching, research, and publication, some consider that this freedom is absolute. Yet others hold the opinion that it is tied to the specialisation without interference from any external body. Others still consider that not only is it restricted to specialisation and free of interference by any external body regardless, but also takes into account society's values. Finally, there were those interviewees who considered that not only is it tied to specialisation, free of intervention from an external body, taking into account prevailing values in society, but also needs to respect the laws enacted by the State's political system.

6.3 Freedom of research and publication

In the interview, one of the faculty members mentioned that the concept of academic freedom consisted of the freedom to research and publish without any restrictions whether from within or outside the University. Another interviewee also mentioned that their freedom is related to the extent to which they enjoy absolute freedom in the process of research and publication of findings. In this sense, the academic is able to research any topic he wishes, in absolute terms, whether in choice of research topic or publication of the results of any research done by the faculty member, so long as this is undertaken in an objective manner. This result is in agreement with that of Keith (1996) in that half the academics in the study sample mentioned freedom of research and publishing as one element of their definition. Moreover, the interviewee argued that this issue is one of freedom without restriction, as long as this research takes place in an objective manner, and is not subject to subjective interpretations. He explains that

even in the case of research or publication in sensitive areas, or those that challenge the values prevailing in society, the academic is still free to conduct the research with the objective of determining the degree of benefit or harm to society from such prevailing values; thus, the academic views values in society not as restrictions, but only serving to regulate and guide, no more.

In addition, the researcher believes that this is perhaps due to the fact that some academic researchers have an absolute belief that research is their reason for existing (*raison d'être*), and serves as the practical platform that defines them as researchers in their area of speciality, and that what they research and publish, regardless, contributes to the advancement of the process of research, and the transfer of knowledge, with corresponding effect on the various sciences. Moreover, this may also be attributed to the faculty member's belief that giving him absolute freedom will contribute to solving the majority of society's problems, as suffered in its civil institutions; this cannot be so unless absolute freedom is available to achieve this aim. In contrast, in the absence of such freedom, he will not be able to solve some of these social issues, deal with issues that require solutions, or contribute to developing, changing, or reformulating such concepts in a way that leads to appropriate solutions to, or developments in, any issue tackled. This requires an environment of complete freedom without restrictions on the process of research and publication. In this sense, Thorens (1996) points out that society and state should challenge academics to discover specific concepts that are accepted as true for critical approach to the advance of science and knowledge without fear or favour and inform their students and society at large of their findings. All this can be achieved when universities have the freedom to play a meaningful role in developing any society. I believe that academics must have academic freedom in their teaching and research since their views are not damaging humanity and the natural environment. By doing so, society will become more conscious of the matters related to its issues. Therefore, academic freedom is particularly important to build the knowledge of society in the 21st century according to Altbach (2001b). He explains that universities are a place where knowledge of society is generated and this is more effective when there is academic freedom. In comparison with this definition, we find that another academic adds some restrictions to this freedom of research and publication; whereby, academic freedom is the freedom to research and publish within the area of scientific specialisation; however, this is limited by consideration of the customs and traditions of civil society, which are not be violated. This happens through

a process of self regulation exercised by the researcher ensuring that he does not wander outside of his scientific area, and is respectful of the social culture of local civil society. This respect is extended to include the social values that protect society, and do not harm, or blemish its image. In this respect, one academic states:

“From my perspective, academic freedom is the freedom of the researcher to research any topic he wishes, and then to publish, so long as this takes place within the framework of his area of specialisation without any external restrictions, meaning that the researcher can research and publish what he wants in the area of specialisation, on condition that he practices self-regulation which takes into consideration society's values and beliefs, for example religion, without violating these; after which there are no other restrictions”.

Here we find that this faculty member has presented two factors within the area of freedom related to research and publication, i.e. the freedom to research and publish is within the area of specialisation only, and may not be extended to other specialisations; and when undertaking research on specific topics within the area of specialisation, the academic must take into account prevailing cultural values in society, and ensure he does not violate or contravene them, and has restrictions and limits in place. The faculty member explains that his freedom in research and publication is restricted to his area of specialisation, because the nature of the specific specialisation determines the types of research that he may undertake. He gives an example, where a scientific specialisation that deals with numerical scientific data cannot interpret a phenomenon from a social or behavioural perspective; rather it is uniquely scientific, and therefore cannot be used to research social phenomena, which do not lie within this area of specialisation and vice versa. As for the necessity of taking into account prevailing social values, he discusses this by saying that he personally understands freedom, i.e. academic freedom, in research and publication that it is tied to not researching those issues that are personal in nature, and/or related to social or religious taboos, because by doing so he would have violated society. The researcher believes through his practical experience in this area, and the example given in the interview, that there is a direct relationship between the university's functions and regulations, and the society in which the faculty member lives. This is because the faculty member believes that the university cannot be isolated from the values prevailing in society. In this regard, it is imperative that all employees of the University work in the service of society and not against it; otherwise, the academic will find himself facing disciplinary or even legal

action. Similarly, the University does not allow faculty members to work in other than their area of specialisation. In addition, the university will not fund research outside the area of specialisation of the faculty member, who is not allowed, in terms of ethics, to research in an area that is not his specialisation. Moreover, this would not be respectful of the different researchers' specialisations within the University, i.e. the respect for all research on condition that they remain within the narrow area of specialisation.

6.4 Freedom of teaching, research, and publication

The researcher has also established that some faculty members believe that the concept of academic freedom, in their view, is that they should have freedom in the process of teaching, research, and publication, in absolute terms; one academic mentions:

“I believe that academic freedom entails that the university teacher expresses his opinions with full and absolute liberty in the process of teaching, in order to transfer a complete piece of information to the student, who can benefit from it; and research in any topic where he is able to achieve beneficial results; as well as writing up the research, and publish it for scientific development in the area of research; and to publish without any restriction whatsoever”.

From this definition, we see clearly that it focuses on the functional responsibility of the faculty member. This is because it discusses the concept of academic freedom from the viewpoint of his occupational functions. From this perspective, the academic researcher enjoys freedom in the process of teaching through delivering lectures to the students, which fulfils one of his functions of a faculty member; i.e. transferring the knowledge he had gained in attaining a doctorate in a particular specialisation to students in the lecture theatre. This is also done through his other function, which is research and publication; he undertakes different research, whether personally, or through the research centres within the University, and to publish such work in academic journals, or disseminate it through teaching. Therefore, he is fulfilling the full range of roles and social responsibilities that he owes to society. Therefore, the process of teaching, research, and publication is considered among the fundamental roles of faculty members employed in the University, and in doing so, he is fulfilling the functional job responsibilities of a University faculty member. In this sense, Qamber (2001) declares that censorship on research, which affects the freedom of knowledge varies among Arab countries. This makes researchers fear the conducting of good research which can add something new to the knowledge in different fields of study or participate in developing the society and solve its problems.

From the above points, it is obvious that academic freedom is important for universities to achieve their mission in teaching and research; threats towards academic freedom will result in negative consequences. Therefore, it is important to study the difficulties that academic freedom faces in different countries, and how this affects academics and the universities' mission to provide a good environment for academic freedom. This cannot be so, unless there is an environment of absolute freedom, given that the aim of teaching, research, and publication achieves the topical objectives that contribute to the service of society, resolves its problems, transfers knowledge, develops research in all its forms, and therefore knowledge in the various sciences is advanced.

Another faculty member adds other restrictions to the previous definition, which is that this must be within the area of specialisation without any interference, and expresses this in the following way:

“In reality, academic freedom is quite a wide concept, and I believe as a teacher, that this includes the teacher’s freedom to express his opinions with complete and absolute freedom in the area of teaching, research, and publication and through or within the framework of the specialisation or the area in which the teacher works”.

He goes on to explain his definition by providing the example where the nature of his specialisation is related to complex and intertwined human issues. Therefore, the teacher must be free to discuss these issues, and express his views in the lecture theatre or classroom, and whether in choice of research topics or in the process of publication in its different media. He considers that this must be within the area of specialisation, and free of any external interference, because the researcher is the most knowledgeable person about the issues that lie within his sphere of specialisation, and as such are of concern to him.

We find that this definition discusses the concept of academic freedom for the university teacher in teaching, research, and publication within the framework and area of specialisation only. Therefore, this definition may be due to the knowledge of the researcher that the University does not allow faculty members to stray outside of the established teaching syllabus, and that committees within the science division specify the topics that are to be taught. Therefore, the faculty member must adhere to these,

and his freedom in teaching lies within these defined limits. This is also the case in undertaking research, and the process of publication. So long as the teacher has adhered strictly to his area of specialisation, then no one has the right to interfere in the choice of what is taught, researched, or published. This is especially the case, since in the researcher's experience of working for universities, if the teacher stays within his area of specialisation in teaching, research, and publication, then he has complete freedom after that to act in the process of teaching, in terms of choice of topics, research, or publication. Such matters are basic in the majority of universities, as long as the university teacher adheres to that.

Another faculty member informed the researcher that academic freedom is the researcher's freedom to teach what he wishes, research those topics that he wishes, and to publish his research, and formulate the results for publication in the way of his choosing without any interference from anybody, regardless. However, this must remain within the bounds of the specialisation, and bearing in mind the culture, and prevailing customs of local society. One interviewee states:

“In my opinion, academic freedom is the researcher's freedom to research into any topic he wishes, to teach it, or publish it, so long as this is within the framework and area of specialisation without any external restrictions; meaning that the researcher is able to research, publish, and teach what he wishes within the area of specialisation on condition he exercises self-regulation that takes into consideration society's customs and beliefs without violation of these, and without the interference of anyone, and so long as his work is done objectively and scientifically”.

It is clear from this definition that freedom to teach, undertake research, and publish the research and its results is linked to the necessity of taking into consideration the customs and traditions of society. This is attributed to the researcher's belief that taking account of the customs and traditions of society are among the natural things that do not pose any burden on the researcher in any area. This is because Kuwaiti society by nature has certain specificities on some issues, especially sensitive ones; for example, issues related to sex, religion, or customs reflecting values and views of public morality within Kuwaiti society; anything else represents a violation of freedom whether within University or outside. This does not negate the ability to undertake research into the issues and culture of society, but this must be done with an objective and moral

framework linked to the culture of the society and the prevailing social order, as well as the ethics of research generally and the norms of the academic environment. This matter is almost customary in the university environment from the researcher's experience of working in Kuwait University.

Another interviewee defines freedom by adding to the previous definition, the necessity of taking into consideration the prevailing political system in society. He expresses this by saying:

“academic freedom is that I enjoy full freedom to express my opinions in the process of teaching, research, and publication in topics related to my specialisation without interference from any other body; meaning that I am able to research any topic within my speciality with all freedom, since I am searching for the truth, and this must be within limits of respecting the general culture of society, and the system of the State in which the researcher lives”.

This definition adds to the previous one other restrictions on the freedom of faculty members in university in the area of teaching, research, and publication. This addition is that the prevailing political system in the country must be respected. Perhaps this may be explained by the fact that the faculty member is a member of the university community, and university policy is linked to the country's public policy; therefore, the academic must exercise freedom in such a way that does not include violating the political system of the country. This in addition to what has been previously mentioned, regarding taking into account the culture, values, and customs of society within a framework of objectivity, and by necessity the academic limits his freedom to that framework. The interviewee also mentions that when publishing research on sensitive areas, or that related to the country's political system, where this is critical of the government, then the research and method used requires special care and great effort to prepare for publication.

From the previous point mentioned by the faculty member, the researcher believes from his experience of working in academic institutions that choice of topics that the researcher wishes to research, as well as the type of information that is collected and how it is presented require time and effort; as these need to be carefully reviewed in order to find the best way of publishing this in academic journals or the different public media, such that it does not contravene any values prevailing in society. This is because Kuwaiti society is very conservative, and ruled by custom and social, moral, and

religious behaviour through what is known as the social order instrument; society considers that this must be followed strictly, and not interfered with. This in addition to respect for the laws that regulate the general political system of the country, given that the State is governed by a political constitution, and that the constitution with its laws is what regulates civil life within the various civil institutions, which must all be respected. Especially since he knows, for example, that some faculty members in the past had published their research containing opinions that were critical of the laws regulating public policy in the State; they had expressed their views in the belief that the information present in such opinions was not criminalised by law. However, in reality these were in fundamental conflict with the State's laws and constitution. Some of them were put on trial for publishing opinions that were in conflict with the general cultural values of society.

We note through the understanding of faculty members of these definitions that there is no single definition for academic freedom on which university faculty members agree; nor even on the limits of such freedom. Among them are those who have limited this to research and publication, given their understanding of the fundamental role of the faculty member in that he is specialised in research in his area, and publishes his research in the service of society through the process of teaching. Moreover, he contributes to solving society's problems, and develops the tools of academic research itself, in contrast to the process of teaching where the researcher focuses on transferring knowledge that he has obtained from his research to students, which is considered to be a secondary part of his role. Other academics add teaching to research and publication, on account of it being a fundamental function that is no less important than research and publication. Such an academic believes that through interaction with students, he is able to grasp some issues that may open up horizons for research in important topics that are raised by the teacher with his students in the lecture theatre, or it may enrich students' ideas, and add further beneficial information to the results of his research. The researcher believes, in his experience when he was a university student, that some teachers would motivate their students to discuss the topic of the lecture; in the same way, this motivates and increases the interest of the teacher in researching those issues that were discussed in class. As for the limits of such freedom, the definitions have revealed that some of them considered that freedom of teaching, research, and publication must not fall outside the area of specialisation, considering that he is the only specialist in the area, and morally and ethically is not allowed to

work in other areas that are unrelated to his area of scientific speciality. Others consider non-interference by any body in the process of teaching, research, and publication, on account of the researcher's ability to distinguish in his research what is appropriate and what is not appropriate to be taught, researched, and published. This is because he is the most qualified to understand the nature of his academic work, and also because he teaches, researches, and publishes in an objective manner that does not stray outside the framework of established teaching, research, and scientific publishing methods. In addition to this, there are those teachers who emphasise the necessity of considering the prevailing social values, and the political system, in teaching students, or when undertaking academic research, and publishing the results of such research; such that there is no confrontation with the authorities. For others, there is no such restriction, even if it leads to a direct clash with society. This indicates that academic freedom is not an area of consensus in terms of its definition. More so from the practical perspective, in terms of the extents of academic freedom in teaching, research, and publishing, whether in placing no limits on academic freedom, or in imposing specific considerations on such freedom, or otherwise placing limits that are practically dependent on the teacher's understanding of society's cultural values, and laws of the country's political system, as well as the norms of the academic environment in which a university teacher works. All these differences in understanding academic freedom may cause the university teacher to face problems that conflict with his academic freedom whether within the University or externally. In addition to this, we may add that there are no regulations in Kuwait University that define or articulate a specific concept of academic freedom and its extents in a clear and detailed manner. Therefore, the process of understanding academic freedom and its limits is quite complex, and subject to the teacher's own evaluation. This motivates our interest in the necessity of exploring and determining those obstacles and problems that stand in the way of the academic freedom of faculty members at Kuwait University. The aim is to protect the academic freedom of faculty members from being violated or contravened.

6.5 Obstacles to freedom of research and publication for faculty members at Kuwait University

Research, and the publication of results, is considered one of the key responsibilities of a faculty member in any university, in addition to teaching. Therefore, faculty members in the different universities in Kuwait have duties and responsibilities towards Kuwaiti society. These originally arose from the regulations of these universities, and the law of

the Ministry of Higher Education, which stipulated and defined the responsibility of academics in carrying out research and publication, as well as serving society, and carrying out teaching; these are considered the essence of faculty members' work in academic establishments. One of the most important objectives of universities is to conduct research and publication. For this to be achieved, the faculty member must enjoy an environment of freedom, which allows him/her to undertake research and publication, without any restrictions that negatively impact his freedom to research; this includes his freedom to choose the subject matter of his research, in line with his academic interests. In order to achieve this objective, faculty members also need to have the freedom to carry out research, objectively publish the results of such research without any restrictions, and to see such research benefiting the development of society, and solving its problems, as well as advancing the field of knowledge itself. Therefore, the process of research and publication becomes one of the most important tasks performed by the university teacher at his institution.

On this basis, the researcher conducted interviews with faculty members in those faculties representing the main general specialisations, i.e. science, arts, and humanities, which in total constitute the bulk of knowledge in the different spheres. The aim was to identify the most prominent barriers to academic freedom, with regard to the process of research and publication. The responses of faculty members have differed in accordance with the multiple factors that constrain academic freedom in the areas of research and publication, as well as hindering progress in academic freedom in these two areas. From this perspective, it is important to explore the most important obstacles that reduce or restrict the academic freedom of faculty members at Kuwait University in the two areas of research and publication, as follows:

6.6 Obstacles to freedom of research for faculty members at Kuwait University

6.6.1 Bureaucracy and administrative procedure

Administrative obstacles are considered to be one of the most important obstructions on the path of research. Some faculty members have mentioned that among these administrative obstacles, there are those relating to the stage prior to beginning the process of research, while others occur during the conduct of the research itself. For example, one academic mentioned that among those issues that impede the freedom of faculty members before starting their research is the difficulty in securing permission to proceed. This may be due to the lengthy procedures and routine, which consume huge amounts of time, usually weeks and sometimes months, before permission is

given. In this sense, Karni(1980) emphasised that the administration system in most higher education systems in Kuwait is very centralised, which has a negative effect on the university administration in Kuwait. The blame is pinned on administrative routine, and sometimes the sensitivity of the subject matter. One academic stated:

“One of the key obstacles is administrative bureaucracy; meaning that I, as a researcher, when I wish to do research then the permission to go-ahead takes a long time, which sometimes makes me cancel the research and conduct another new study, or have a long wait... also, among these obstacles is that it must not be in conflict with society’s customs in some areas; this puts pressure on the researcher in many respects, because he is sometimes unable to research sensitive subjects... which in reality are not defined by the State general system. These pressures restrict and reduce my academic freedom in choosing the topics that I wish to research, as well as the type of data that I can use”.

On the basis of the above, we may add that the sensitivity of the topic itself is one of the factors leading to a long waiting period on part of the authority granting permission; the academic has explained that sensitive subjects include, for example, issues related to social affairs, or the political system. As a result, the faculty member may hesitate a lot before choosing a sensitive topic, and seeking permission to continue. This is due to fear of rejection, or the possibility of being investigated for undertaking such research, if he were to mention something that was in conflict with the values of society, or perceived contrary to the State general system.

In terms of administrative obstacles encountered during the conduct of research, an interviewee mentioned the difficulty in collecting the required, or sufficient, data for valid research, either because of reservations on use of such information due to sensitivity on the part of the parties that hold the data, or for reasons unknown; especially, if we were to know that there is no clear policy defining what is sensitive, and what may be done, or can be used in research; even what is a normal topic and not sensitive, and one that is at odds with the values of society. In this regard, one of the interviewees mentions:

“what holds us back is the limited data (or acquiring such data), because we deal with numerical data, and in most cases do not deal with people, which sometimes restricts us a little bit, or that this research is not acceptable, and I do not mean this generally”.

Another adds that such data is sometimes not available in published form that can be depended upon in conducting research. While another academic mentions that it is difficult to acquire such data, because the official body in question may not have sufficient data, whether in the form of statistics or documents, which would help the faculty member define the features of the topic that he wishes to research. In addition, they are sometimes surprised to find that the information is secret, and no one is allowed to access it, which leads to a missed opportunity to conduct research.

If we look at the previous reasons, we find that these would hamper the freedom of researchers in completing his research, and they are sometimes forced to give up such research.

Perhaps the researcher understands, on the basis of his experience in this area, that academics are forced to abandon many topics for research, or find they cannot undertake the research due to the difficulties posed by administrative procedures. These include the long time to gain permission to undertake such research, and choosing the right topic for research. Furthermore, there are questions, which are raised, such as: is the topic sensitive or not, from the perspective of the authorities? In this regard, researchers have no idea whether the research will be granted permission or not, due to the absence of any law or clear policy that defines what is allowed, or prohibited, in terms of topics. Therefore, researchers must personally strive to determine what is appropriate to be researched, or not, among available topics; this is a demanding and complex process for academic researchers to pursue in seeking clarity in these circumstances.

6.6.2 Limited funding and financial support

Among the obstacles mentioned by faculty members at Kuwait University, due to which they are unable to conduct research, is the lack of sufficient funding for research. As one of them explains, this may be due to the limited funds and financial support from the University management. A faculty member sheds light on this, saying:

“Freedom here is related to funding; you cannot take up a large project requiring significant funds; the university will only allow you a small project costing 2000 dinars, for example. Large projects that cost 60,000 or half a million, which give the university prestige, in most cases are non-existent, and this is considered a hindrance to freedom in research and its development for researchers”.

Another adds a further point, in that funding is not sufficient for the acquisition of scientific journals, which would enable them to find the information through which they may pursue their research. An interviewee states:

“For example, in other universities, we find that the university pays fees to the research institutes to acquire information; here, the library does not provide us with articles; since acquiring articles is quite difficult, as the university library is not connected to the Internet, while the university subscribes only for limited years to specific journals via CD-ROM, which requires long routine and procedures to reach the information; this contrasts to world universities that are linked to online portals for scientific sources via the Internet, especially as the service costs nothing, and the University has the financial resources to subscribe to scientific journals, and place these within the University database”.

On the other hand, a faculty member raises another issue, in that the university management does not provide financial support for researchers to access the Internet and read articles published in scientific journals. He says:

“The university does not provide financial support to any researcher to allow them to acquire journals from abroad, or from foreign universities; there is no access whatsoever to these journals via the Internet, and I cannot compel the University to understand the necessity to provide this; especially, if the research was not funded by the University; despite the fact that our country is rich; this greatly restricts the university teacher’s freedom to conduct and complete his research”.

Another adds that financial support is insufficient for research, compared to research in the humanities, which in the majority does not need instruments and equipment. However, the former requires specific instruments and materials, which the University sometimes does not provide the funds to the researcher to acquire these; this forces him to change the path of his research, or he is unable to complete it, as a result of the lack of a necessary equipment or materials needed in laboratory-based and experimental research.

Therefore, the limited financial support related to acquiring the latest information from refereed scientific journals, which are continuously published, as well as the difficulty in acquiring the materials and scientific instruments, isolate the researcher from up-to-

date sources in research, and leaves him with out-of-date sources, such that the research is no longer relevant or up-to-date; research, in one way or another, depends in its development on systems delivering current and continuously updated research information, especially in this era of globalisation and information revolution. In order to achieve this, the researcher needs to enjoy freedom in receiving sufficient funds. The researcher in this work believes, from his experience working in research establishments, that it is fairly rare that researchers receive sufficient funding to undertake research.

In addition, the funding is reduced, the further the research topic is from the issues and problems related to the State of Kuwait. In this regard, one of the faculty members mentioned that, for example, if he presented a funding proposal for research that serves Kuwait, then he is given freedom in funding, more so than for research that do not directly serve Kuwait. Hence, the funding decreases, the further the research is from the State of Kuwait, and if it did not serve Kuwait or the Gulf, then perhaps it will not receive any funding at all. The problem here is that there is no definition of the University's priorities in funding research, leading to interference in the research selected by faculty members.

The features of such interference vary, in one way or another. For example, one of the faculty members mentioned that among matters that restrict the researcher's freedom, is that the funding body interferes quite significantly in the choice of sub-topics coming under the heading of the main research topic, in terms of defining the scope of the research, and sometimes to the point of choosing the study sample, and other matters that the academic believes represent the essence of his specialisation, where he is the only qualified person with the experience to define the appropriate research design and methodology to be followed in tackling the research topic; such interference reduces his wish and motivation to undertake the research for which he is seeking funding. One faculty member said:

“Among those matters that restrict my freedom, in conducting funded research, is the interference by university management in the choice and specification of research topics coming under the main topic heading; on the pretext, that the research is tied to university funding, and the procedure for its implementation must follow the needs and requirements of the funding body quite precisely; such policy restricts my freedom in conducting research, as if the university management is the only person with the experience and ability to define the topics of research”.

Others have expressed their frustration with such interference, despite the fact that the researcher takes care in following the University's general policy on research, and is respectful of the values and customs of society, and the country's general political system.

From the foregoing, it becomes clear that the shortage or lack, sometimes, of financial support is one of the key obstacles related to the freedom of researchers in conducting research. This is because funding is the main and effective element for continuity in the development and advance of research. The limited funding forces researchers to limit the type of research that can be conducted and its level. Moreover, it is difficult to acquire up to date information, related to the topic area, and as a result, the efficiency and quality of these researchers compared to world-class research is diminished. This also leads to a decline in research production, even in the presence of sufficient funding. In addition, research funding that brings with it interference by university management in the type of research that researchers may undertake, leads to a situation of conflict; whereas, it is expected that joint procedures would be in place to promote effective participation and equal opportunities on the part of both researchers and university management. As mentioned previously by the academic, if the research did not serve Kuwait, then perhaps it will not be funded; therefore, the process of specifying research will stem from university public policy, which to a great extent is subservient to government policy, given that the university falls in the sphere of government control. This leads to a reduction in the university teacher's freedom, and engendering a feeling of being under constant surveillance, with a chronic fear of the authorities. Therefore, Al-Sawi & Al-Bustan (1999) asserted that government funding in Kuwait plays a major role in reducing the freedom of research. Moreover, among the negative results, as mentioned by one interviewee, is that some research will be out of step with the needs of the moment, as these represent in their choice, the ideas of the funding body, or the government; they may not serve the interests of society, and not look into solving its problems, or respect essential priorities; such research may present a distortion of truth due to the lack of objectivity, and may therefore increase society's problems rather than offering solutions. Such a situation may be exploited by some researchers, in securing huge financial resources, which may impact negatively on the research topics chosen, in terms of relevance to the current state of knowledge, or the needs of local society.

6.6.3 Time allocated for research

The results of the interviews conducted by the researcher have revealed that among those obstacles in the path of research, sometimes, is the lack of sufficient time for faculty members to undertake research. Al-Hasawi (2000) declared that faculty members in Kuwait University do not have time for research because of the large amount of teaching hours compared to the time for conducting research. In this study, a number of faculty members mentioned that this is due to the large number of hours allocated to teaching, and the limited time allocated to research. One of them stated:

“The university teacher is pinned down by the large number of long hours of teaching; at the least, nine hours. Teaching requires time and huge effort, where the researcher has to teach from morning to afternoon, and some teaching occupies both morning and evening periods, and there is no time for research; especially, as he has to attend to other things, such as departmental committees, and some administrative matters in committees within the science division, and so we do not find sufficient time”.

This provides an indication of the existence of a culture that considers teaching, perhaps, to be more important for the University than research; the long teaching hours, and the proportion of time allocated for research, are sufficient evidence of this. Especially since one academic has mentioned that research requires time and great effort, in the conduct of research, reading references related to the topic, and covering the many aspects of the research topic. Therefore, in these circumstances, research is quite taxing, and this is an obstacle discouraging research. In this case, the researcher's function is to transfer information and teaching experience, even though research is the foundation, and through which, the transfer of knowledge occurs in teaching. Furthermore, there are other reasons, which the researcher believes contribute to this situation; many times there is an increase in teaching load for the purpose of reducing costs, and less manpower, while large numbers of students are accepted by the University. Such numbers are not in proportion to the number of available faculty members, and so may lead to faculty members to neglect and abandon research, instead becoming busy with additional teaching. With time, faculty members may lose their ability to follow the progress of their own research, which may reflect negatively on research output, both in quantity and quality. Another point is the lack of opportunities for new PhD holders, who do not work at Kuwait University, to undertake teaching, and research. Finally, it is rare that the opportunity is given to research assistants to

train in teaching by sharing some of the teaching load with teachers, and also to acquire skills in using and maintaining the technical instruments used in research at the University. Especially, if we were to know that Kuwait University does not allow assistant faculty members to teach or conduct research, which reduces the chances of finding sufficient time to undertake research; this is applicable to Kuwait University, as well as other universities.

6.6.4 Limited training in research skills

One of the faculty members mentioned that he had not received sufficient training to undertake research, and further enhance his practical skills. He said:

“One of the problems, which restricts my freedom in research, is that there are not enough opportunities for researchers like me to train in research skills; unless I make the effort, personally, this reduces my chances of carrying out research, and developing my scientific skills”.

Meanwhile, others have mentioned that they indeed have experience in research, but do not possess the skills and effectiveness in utilising new research methods and techniques. In either case, this demonstrates a lack of sufficient opportunities for them to undergo training, or raise the level of their research skills to the degree that achieves world-class effectiveness; following the advances in the methods and techniques of research would enhance researchers' capabilities in this regard. In addition, among those factors and reasons related to training and development, is the extent to which the researcher is able to deal with language, and perfect the skills needed in research. A number of faculty members have expressed the view that language, sometimes, represents one of the obstacles to research; a faculty member reflected on this point:

“Among the things that make me, many times, unable to undertake research is that my English language is poor, and therefore I cannot undertake research using English. This limits my ability in research, and may be considered a personal matter due to poor foreign language skills”.

As a researcher, it appears to me that this is perhaps due to the few translation centres at Kuwait University, especially specialist ones; even though many countries have witnessed a significant translation movement, particularly given the information revolution in the West, and its educational establishments, producing large volumes of books and research requiring English, as well as other languages. Therefore, faculty

members find themselves unable to translate, and are unable to refer to foreign sources due to poor or non-existent language skills, arising from lack of training in such languages; alternatively, they may sometimes have the language skills, but are unable to move between Arabic and the foreign language in an appropriate manner. This may be attributed to the weak language preparation of these academics in the primary stages of education—schools, or at universities. This represents an obstacle to the conduct of research, otherwise the researcher's poor language skills leads to poor language in formulating and presenting the research for publication.

Given the weakness in research training and its requirements, the importance of training in research skills becomes clear to us, in order to prepare researchers qualified to conduct research. The researcher believes, in his own practical experience, that he has witnessed many new or veteran researchers, who have failed to remain current through training in research skills, due to the lack of sufficient opportunities to undertake such training. This has caused some of them to abandon research, reduce their research contribution, or produce sub-standard research. In many cases, some will strive individually to better themselves, through contact with other researchers possessing the experience and effectiveness, without depending on the opportunities provided by the University in this regard. Moreover, researchers may prefer individual research, in many cases, rather than group research. Furthermore, weakness in research training skills may also be attributed to failure to perfect language as a main tool in research, as well as the skills required in modern research. Another point relates to weakness in building and maintaining fruitful relationships with universities of pedigree possessing advanced research facilities, and taking advantage of these, with respect to exchange of scholars, experience, and research training. This would raise the level of academic performance, and would entail sending some faculty members abroad to perfect their language skills for research, as well as carry out joint research, funded jointly by both the State of Kuwait, and the country concerned; Kuwait University does not provide such opportunities in an appropriate way, as has been discussed.

6.6.5 Lack of sufficient cooperation between researchers in the area of specialisation

The results of the interviews have revealed that there are major shortcomings in terms of cooperation in research in the different areas; the majority of researchers have adopted an individual mode of conducting research. Some interviewees have expressed

their view that the most prominent reason for this is the absence of a central body to coordinate and bring together those undertaking research at Kuwait University, or the different research centres. This would create an atmosphere of openness, and collective participation, which would serve research, and provide it with rich information and a wealth of useful results, arising from fruitful joint cooperation among researchers. This would mean that a faculty member from Kuwait University could contact another body requesting participation in research conducted by other research centres, and to cooperate with Kuwait University, and vice versa. On the other hand, such bodies, whose participation and role would lead to solving social problems, or developing the State's resources and institutions, which would serve key issues, are essentially non-existent. This is due to the absence of a formula for cooperation, coordination, and consultation; one interviewee mentioned:

“Many times, I feel the urge to participate in research conducted by some research centres within, or outside the University. However, the problem is that there are no coordination bodies to allow me to participate with these other research bodies, in carrying out joint cooperative research on such issues”.

Especially, if we were to know, from the reality of research, that some research topics require highly experienced researchers in the field to elevate the quality of results, in such a way as to serve the interests of funding bodies, and others participating in the research. Therefore, this leads to missed opportunities in carrying out valuable research. One academic mentions, by way of example:

“I do not remember, during my work at the university, that a liaison body, such as a ministry or otherwise, has made contact in order to solve a problem facing them that requires academic experience, only very rarely”.

As we have said, the absence of an administrative link that coordinates and unifies efforts, especially in those areas of research overlap, is one of the factors that hinder the researcher's freedom to conduct research, as well as leading to many missed opportunities to undertake research that raises the level of research effectiveness and knowledge of faculty members. In addition to this, from the researcher's own view, the absence of a clear policy on research on part of the State, or even the university's science division, only widens the gap preventing cooperation between researchers in similar areas. Likewise, (2007) in Iraqi universities, the absence of cooperation

between researchers makes researchers duplicate research, and reduces the quality of work.

6.6.6 The lack of benefit and practical application of research

From the perspective of lack of application of the fruits of research, interviews with academics, once again emphasised multiple opinions regarding this issue. From the point of view of faculty members, one of the factors that hampered their freedom to undertake research, is that no action is taken to apply and benefit from their research, in solving society's problems, or developing civil society institutions; moreover, some researchers may conduct research for the sole purpose of securing promotion. This means that academic researchers do not gain from undertaking research, except for job promotion. Research is not used to benefit society, whether in economic, social, or other spheres; it does not contribute to the development and renaissance of society, and is not put to use to solve society's problems in the many aspects of life. According to Al-Jabouri (2005), most academic research in Arab countries lacks application to different projects. Therefore, research results are consigned to the archives, or library storage. This causes disillusionment and de-motivation among faculty members, which discourages them from conducting research, since there is no benefit, except for job promotion. In this regard, one of the faculty members indicates:

“Also in my view, it is one of those matters that restricts the freedom of the researcher to undertake research, where the State does not benefit, practically or effectively, from the research undertaken by the faculty member; hence, he only conducts research at our university to be promoted. Being promoted through carrying out research is the benefit gained by the researcher. This is against the aims of the university, which defines the aim of research in that it is beneficial, in the service of society”.

We note that the only criterion for undertaking research is promotion, and serving society, or even improving teaching, is not taken into consideration. For example, one of the interviewees mentioned that the research he does is not used for the benefit of society, such as solving the problem of traffic in Kuwait. As a result, he does not feel inclined, or hesitates a lot in carrying out research. Therefore, restricting the benefit and use of research to the process of academic promotion, negates one of the most important roles of the researcher, as well as research itself, which is to be put into the service of society. Rather, the end-result of many such researches is storage, and these

are not even adopted by an official body for use outside of Kuwait. Moreover, among the other reasons that have led to faculty members shying away from research, related to this factor, is the absence of information centres that would liaise with the different bodies in the State, to bring about a framework within which research can be put to use, whenever it involves a topic of interest to society, or may contribute to society's development and advancement. In addition to this point, there are no legislative or administrative instruments, or even programmes, to define the means by which such research can be made to serve the State's goals, and develop and advance society. One academic said:

“Among the matters that curb and restrict my freedom to conduct research, is that my research is not put to use in benefiting society, due to the absence of research centres at State level, that may transfer the benefit from my research to society and solve its problems. Moreover, I see that, mostly, there is no specific administrative legislation for research, other than generalised statements on the importance of research in the service of society, and there is no clear definition of how such benefit will be derived from research, or priorities defined, or linking this to social development plans”.

Therefore, the process of benefiting from research is only to gain academic promotion, in most cases. This leads to researchers turning away from research, since it is of no benefit, in the absence of linkages to comprehensive development plans. This reveals to us that the University is unaware of the importance of the role of research in technical progress, and economic development. Rather, the reality highlights the state of isolation in which researchers live remote from society. In addition, there is a lack of legislation establishing a framework for the State within which the priorities of research can be located in the formulation of future plans for development; such legislation would also set out the procedures in the process of communication and contact by which universities and government institutions may liaise. This would satisfy the purpose of extending experience gained from research through regular conferences and workshops, and transferring knowledge through the Internet and intranets in the different areas. This would lead to benefit being derived from research, while encouraging and motivating researchers to enjoy the full freedom that their research will be put to good use, by including them as partners in research that contributes to: development of society, implementation of the State's plans and programmes, and solution of the diverse problems of society; moreover, taking

researchers' opinions into account, would create an atmosphere of creativity and innovation, which would advance research and enhance quality.

However, the obstacles suffered by faculty members at Kuwait University are not limited only to the freedom to conduct research, but experience other obstacles, in terms of their freedom to publish. This study's questions aimed to identify the obstacles suffered by faculty members at Kuwait University, impacting on the freedom of scientific publication. The obstacles encountered have differed as much as the factors that influence the process of publishing have varied. These shall be presented in the following sections.

6.7 Obstacles to freedom of publication encountered by faculty members at Kuwait University

6.7.1 The lengthy interval before acceptance for publication

One of the matters that hinder researchers' enjoyment of freedom in publication at Kuwait University is the long time it takes for refereed scientific journals at Kuwait University and other local universities in Kuwait to accept or reject submissions by faculty members of research work for publication. One academic states:

"The time to receive a reply regarding publication of my research in universities other than Kuwait University, and local journals, means it is far easier than when publishing in scientific journals belonging to Kuwait University or local universities. In terms of the time it takes to receive a reply informing you whether your research had been accepted or not, the process and procedure that your research follows to be published is shorter; international journals give a short period of time and then provide comments on your research, and the things that need to be amended for it to be accepted and published in the journal; they then respond in a short time. I have tried to publish in the journals of Kuwait University, but found that the procedures taken for publishing research in scientific journals at the University are very long, in terms of refereeing, as well as making the necessary changes to allow publication... rather than reducing the obstacles. For example, the time taken for your research to be accepted for publication in the journals of the University is six months; in comparison, I am a referee in one of the scientific journals in America, and I must complete my review within the space of a month,

otherwise my name will be taken off the list as a referee for research; while in Kuwait University, you may receive a reply asking you to make changes to the research, and its acceptance for publication after a whole year”.

In this case, one faculty member explains that as a result of the lengthy period waiting for a response, new topics may arise, the computer may fail, other research on the same topic may appear and be published in refereed journals, which requires the addition of new material, since the original submission is now out of date, and of little academic value.

From the experience of the researcher and his work at local universities in Kuwait, as well as his close contact with other researchers, he has observed that teachers have always complained about the long period of waiting before their research is accepted for publication. This forces researchers, on many occasions, to publish in journals abroad (not in Kuwait), whether in Arabic or a foreign language. Perhaps one of the reasons for this long period is the fact that Kuwait University does not have a sufficient number of journals across the different specialisations; hence, not all its research workers are able to publish the results of their work, which then takes time. The outcome impacts negatively on researchers, who either have to wait for a long time, or are forced to abandon publishing their research; in both cases, there is the potential that others will publish work on the same topic, and therefore the research will be rendered of no value due to the appearance of new results, and other work published on the same subject matter. In these circumstances, the researcher is forced to change his research, or to develop it further. This is the reason why researchers are forced to publish in foreign journals, which offer a quicker route. The long period of time elapsed means that researchers have to modify and change their research several times, especially as the majority of committees reply to the applicant after a long time, seeking to verify that the researcher has indeed satisfied all the requirements for publication. This prolonged process makes the researcher lose interest, and feel disillusioned; he may decide to stop publishing his work altogether, or publish only in international journals. For this reason, the process must be rationalised to encourage researchers to publish their research, and increase their scientific output.

6.7.2 The limited financial support for publishing research work

As was mentioned above, the lengthy period of waiting was one of those issues that hindered the process of publishing. Moreover, one of the obstacles to publishing is the absence of a sufficient number of refereed scientific journals locally, forcing researchers to publish their work in international journals. Without doubt, the process of publication in international journals requires support and funding, but this is necessary to enhance researchers' standing, and contribute to knowledge transfer. However, judging by the number of responses from faculty members at Kuwait University, only limited funds are made available to help in publishing their research; especially since publishing in foreign journals requires fees and costs of correspondence to be paid. In addition, the refereed local journal, or one belonging to Kuwait University does not have the necessary international recognition. This could be achieved by linking it to an international publisher, or foreign universities, which would bring the level of the journal up to international standards. In that case, the journal would participate with other well-known scientific journals in the transfer and exchange of knowledge among researchers around the world. One faculty member expressed this in saying:

“The scientific journal of Kuwait University is considered local. It must be raised to the international level by placing it with an international publishing firm. Why? So that we are able to access research at Kuwait University, and link it to other universities; this would provide a space of freedom [in publishing], and the journal would be enhanced. In this way, I would make people from outside the University publish in the journal, and the journal will become an international reference, would encourage others to publish, would gain experience in refereeing, and become connected to the world. Another point is that the process of publishing internationally over the Internet, through a specific account, and not by correspondence; this helps the researcher on sabbatical to publish his research, and present it in other research centres”.

From the foregoing, it becomes clear to us that limited funding is one of those factors that play a key role in hindering researchers' enjoyment of freedom in publishing.

6.7.3 Fear of censorship

In the process of publishing at Kuwait University, the researcher must ensure that research results or subject matter do not collide with the values prevailing in society, or

the general State system. It is this, which a number of faculty members believe restricts and hinders their freedom to publish; the academic, in this instance, practices a form of self-censorship of his writing. This sometimes leads to fear of publishing the results of research, or requiring a long time to express the results achieved so as not to betray the sensitivity of the subject. In my belief, this is not easy, because it may sometimes undermine the objectivity of the research. For example, perhaps the researcher needs to rewrite parts of the research, in order to have it approved for publication. The researcher then finds that he has to modify the facts to meet the requirements for publishing and acceptance of the research. This impacts on the objectivity of the research, and the accuracy of the results derived from it. On this issue, one academic stated:

“For example, in the process of publication you cannot publish just any result, even if it is quite scientific; especially, in social science journals, and on sensitive topics, because this may create a problem within society. Perhaps, you may not be able to publish in a journal, because society does not accept this; as a result, the researcher’s effort is lost; you may only be able to publish the part of the results of the research, which is appropriate for the nature of the society. Otherwise, you may find yourself under investigation”.

Another faculty member expresses his opinion regarding the outcomes of fear of censorship, where the results of research are in conflict, and challenge the prevailing values in society, or the political system’s established public policy. Therefore, an academic may choose to publish that part of his work that does not challenge the values and public order in the country. Alternatively, he may publish the results, but not in an objective, transparent, or detailed manner for fear of causing discontent, and problems in society, or find himself facing prosecution. Therefore, he must determine the extent to which his research is appropriate for publication. This places the academic in a confusing and difficult position, especially since there is no clear policy regarding what is suitable for publication, and what is not. Moreover, there have been many incidents where faculty members have indeed been jailed, or disciplined for publishing ideas or proposals that are in conflict with the prevailing values, or the political system; some were fired from the University, and subjected to legal proceedings. One faculty member explains the issue saying:

“Sometimes the researcher may collide with his inability to express his personal opinions in research due to social norms, which do not serve research;

sometimes the researcher is forced to change his research, and employ a certain style in writing, which does not accurately reflect the facts that the researcher had uncovered in that instance”.

The evidence emphasises that this issue is quite real. As has been mentioned, incidents have occurred that corroborate this; one faculty member had indeed expressed his opinions in a scientific and objective way. However, his findings were negative, and had exposed negative behaviour witnessed in a specific cross-section of society. He was taken to court, and forced to leave the university, despite the fact that his results were objective, and he had no right to change them, otherwise it would have undermined the research.

Therefore, we see that among those issues affecting academic freedom is the lack of freedom afforded the researcher to determine and select what may be appropriate to publish in universities, scientific journals, or even books, for the purposes of education, and resolving society's problems in a scientific way. This is quite different to the generalities that may be published in the daily press. Fear of censorship is one of those issues that are both factor and reason troubling researchers in terms of defining what may or may not be allowed when publishing in refereed scientific journals. Prohibited matters, sadly, are not defined by the State system, or the University. For example, there are many issues that were previously prohibited, but now are not. Therefore, these pressures reduce the freedom of academics to present the results of their research, objectively, and in a way that does not change the data that is to be published in the research. Moreover, exercising self-censorship is a demanding and taxing undertaking, requiring great effort on the part of the researcher to identify the best means of presenting the study results and information in scientific journals. Therefore, Al-Bagdadi (2006) recommended cancelling any kind of censorship that comes from political parties. Therefore, Karran (2009b) assured that academic freedom is important not only for the university, but also for society because the university works as a protector to society when researchers speak and express their research freely.

6.7.4 The strict conditions imposed on publication

A number of faculty members have mentioned that one of the issues that restricts and hinders researchers in the process of scientific publication are the difficult and strict conditions imposed on research to be accepted for publication in the scientific journals

belonging to Kuwait University. Among these conditions, is that of language; the scientific journals of Kuwait University require that the research be submitted in English. Therefore, researchers may sometimes find difficulty in expressing their work correctly in proper English. This is the case whenever research is to be published according to the requirements demanded by scientific journals of Kuwait University, or the scientific journals specified by Kuwait University as acceptable for its researchers to publish their work for the purpose of promotion. One university teacher expressed this, stating:

“Among the conditions that hamper my freedom to publish my research is the difficulty I face in writing the research in the English language, especially as it is not my mother tongue; sometimes my research is returned to me for amendment regarding academic language, and clarifying the ideas within it. This makes me feel quite depressed, and I do not publish in foreign journals. This limits my freedom to publish my research”.

From this perspective, Hanush (2005) emphasises that one of the key problems suffered by faculty members in research, and hinders their ability to do research and publish it, is their poor foreign language skills; they are neither able to translate, nor are they proficient in the language to benefit from it. Therefore, the researcher from his experience working in academic institutions notes that the university teacher is more at liberty when writing his research in Arabic, in being able to express his ideas quite clearly. One faculty member mentions:

“I feel the freedom and great enjoyment when I can publish my research in Arabic. This is because I can express my ideas in the research very clearly, and discuss the issues of my research. However, when I write in a foreign language, I find difficulty in expressing my opinions, and ideas clearly; sometimes I do not find the right synonyms in English in which to translate my research into the language in order to publish in scientific journals. This reduces my freedom to publish my research in a foreign language, because the majority of refereed journals request that the research be submitted in a foreign language, which represents quite a significant challenge to me”.

Among the obstacles arising from language that do not help publishing is that Kuwait University has not trained researchers in how to publish in a foreign language; especially as there is general weakness in publishing research in English.

Also, among issues related to the difficult conditions and strict requirements demanded by scientific journals at Kuwait University is that the researcher is limited to a specific number of pages for his submission to be acceptable for publication. Sometimes, a journal editorial board may impose a number of pages as a measure applied on all types of research to be published, which restricts the freedom of researchers. A researcher may need less or more pages than that required by the journals to properly present his work, depending on the nature of the research. This issue is confirmed by Al-Hasawi (2000), in that publishing research is subject to very strict and difficult conditions imposed by publishing committees of local refereed scientific journals. Conditions include, for example, a set number of pages, and not to publish the work in other journals except after a number of years have passed. Therefore, the researcher does not feel truly free. As the academic, who has attained qualifications in his area of specialisation, is the most able to decide the number of pages that are appropriate to the nature of the subject matter; rather than restrictions that undermine the content of the published research; better still, that the number of pages is decided by the nature of the research being submitted or translated. One faculty member explained that restricting a researcher to a specific number of pages for publication prevents and hampers the researcher from expressing his opinions fully and objectively. This is stated by one faculty member:

“Sometimes I find great difficulty in publishing research, because the journal committee imposes a specific number of pages on my submission, otherwise the work would not be published. Sometimes, this makes me unwilling to publish my research because of this requirement of number of pages”.

It becomes clear to us from the explanation by the previous faculty member regarding specifying a set number of pages for publishing research work, that this leads researchers to publish in foreign language journals that do not have such restriction. Such restrictions force researchers to focus on number of pages, based on mere whim, rather than dictated by the nature of the research itself.

6.8 Summary

This chapter presented and analysed the opinions of faculty members of Kuwait University in the main specialisations of science, arts, and humanities, across the different faculties on the issue of academic freedom, regarding definition, and obstacles, focusing on research and publication.

On the concept of academic freedom, faculty members offered six different definitions covering two areas: (1) freedom of research and publication and (2) freedom of teaching, research, and publication, with differing criteria and rules to frame them. With respect to these two areas, academic freedom was considered by some to be absolute, while others cumulatively added one, two or all three conditions of: being limited to specialisation without interference from an external body, taking into account prevailing values in society, and respecting the laws enacted by the State's political system.

The obstacles to freedom of research and publication faced were also presented. Regarding freedom of research, these included bureaucracy and administrative procedure in the lengthy procedures and difficulty of securing permission to proceed with research, and absence of clear policy defining what is sensitive, and what may be done, or can be used in research, and what conflicts with the values of society. Also, the limited funding and financial support for research projects, and acquisition of journals, materials, and instruments, as well as interference of funding bodies in the research. Moreover, the limited time allocated for research compared to high teaching load, and the limited training in research skills and languages. Another obstacle is the lack of sufficient cooperation between researchers due to the absence of a coordinating framework. Finally, lack of practical implementation of research and benefit to society, which isolates researchers and research from society.

Regarding freedom of publication, obstacles included the lengthy interval before acceptance for publication, with associated risks. Also, the limited financial support for publishing research work, fear of censorship with the risk of persecution, and the strict conditions imposed on publication by local journals.

Therefore, given the data gathered, a number of comments and recommendations may be derived from this study. These will be discussed in the following chapter.

CHAPTER 7. CONCLUSIONS, RECOMMENDATIONS AND FURTHER WORK

In this section, the conclusions to the work undertaken to answer the research questions posed in this study are presented. The research questions were:

1. How do faculty members define academic freedom at Kuwait University?
2. To what extent (degree) do faculty members have freedom in research and publishing?
3. Are there any significant differences between faculty members in Kuwait University according to their gender, nationality, age, academic rank and experience, in terms of their academic freedom?
4. What are the obstacles that affect freedom of research and publishing encountered by faculty members at Kuwait University?

Based on the data gathered, the following conclusions were derived for each question.

7.1 Findings related to research questions

7.1.1 How do faculty members define academic freedom in Kuwait University?

The faculty members in this study defined academic freedom in terms of two main themes: (i) the freedom to research and publish; and (ii) freedom to teach, research, and publish. However, they differed in terms of the criteria and restrictions that defined such freedom. Some academics held the view that the freedom to research and publish was absolute, while others took a contrasting view, in that freedom to research, and publish was restricted to the academic discipline and specialisation of the academic concerned, and that such freedom must be exercised with full consideration and respect for the cultural values prevailing in society. Another group of academics took a different view altogether, and considered that academic freedom was not only relevant to the ability to freely conduct research and then publish that research, but also included freedom in teaching. Yet again they differed regarding whether this freedom to teach, research and publish was absolute or not; some academics held it was absolute, while others opined it was not, and was restricted to the academic's area of specialisation, and free of interference by any body whatsoever. Within this understanding, another group of academics added a further restriction in that such freedom must be exercised in full consideration and respect for the values of society. Finally, another group also agreed with the latter definition, but added a further

condition, in that freedom so restricted, must also take into account the laws put in force by the State's political system.

We note from the understanding of faculty members of these definitions, that there is no single definition for academic freedom on which academics are agreed at Kuwait University. Not only that, but they failed to agree on the criteria and conditions that restrict and regulate the academic freedom so differently defined. In general, we find that some restricted it only to research and publishing, on the basis that the key role of researchers into university is to carry out research in the area of specialisation, and as an outcome, publish such research. Others have added teaching as one further cornerstone of academic freedom, since in their view, it is no less important than research and publishing. In terms of defining the limits of academic freedom in its various definitions, there are those who consider that such freedom must remain within the narrow area of specialisation, since the academic is highly specialised in his own specific area. On the other hand, others have related academic freedom to the absence of interference by any body in the process of teaching, research, and publication. This is due to the capability of researchers to distinguish in their work between what is good and beneficial and what is not in regard to their teaching, research, and published work. Other faculty members have defined the limits of academic freedom as falling within the area of the values prevailing in society, and the need to take into account the political system, while carrying out teaching, research, and publishing such research; the reason is that they wish to avoid conflict with the authorities. This view is challenged by others, who believe that academic freedom should remain unrestricted, even if it directly collided with society. The outcome of this leads us to conclude that there is no agreed upon definition for academic freedom in a practical sense, in terms of linking such freedom to teaching, research, and publishing. Moreover, identifying specific considerations that must enter into the formula for academic freedom, whether consideration that it is absolute, or drawing clear lines as to its boundaries, which practically depend on the personal evaluation and understanding of the academic of the cultural values of society, and the laws and rules enforced by the political system in the country, as well as those regulating the academic environment. Such differences in defining and understanding academic freedom may potentially cause academics, sometimes, to fall into problems, which challenge their academic freedom, whether inside the university, or external to it. In addition to this complexity, we find that there is no law or regulation at Kuwait University that defines, or outlines a specific concept

for academic freedom and its limits, in a clear and precise manner. Therefore, the process of understanding academic freedom and its limits remains a highly complex matter of personal evaluation by the academic himself.

7.1.2 To what extent (degree) do faculty members have freedom in research and publishing?

In order to answer this question, a questionnaire was designed for this purpose, and circulated to a representative sample of 384 faculty members. This sample represented all the academic ranks (full professor, associate professor, and assistant professor). The questionnaire was distributed using a stratified random sampling technique with representative proportions for each group in the sample. The Likert scale was used to provide a measure of response for each item in the questionnaire. The questionnaire results were presented and analysed, with the aim of answering the second research question related to determining the extent to which faculty members (full professor, associate professor, and assistant professor) enjoy academic freedom with regard to the two main themes, i.e. freedom to conduct research, and freedom to publish.

The items specific to the freedom to undertake research have centred in the majority around the extent to which the faculty member enjoys freedom in having administrative procedures and technical support facilitated. The items that dealt with this were numbers 1, 2, 3, 4, 7, and 15. While, the extent to which faculty members enjoyed freedom in benefiting from a research environment in which to conduct their research work was treated in item numbers 5, 6, 8, 9, 10, 11, 13, 12, 14, and 16. The results of the questionnaire showed that, overall, faculty members did not have the freedom to undertake research to a sufficient degree. The highest mean value for responses in the previous items was for item number 12, which was positive at a value of 4.25, related to the extent to which researchers enjoyed freedom to develop their research according to the available resources at the university. On the other hand, the least mean value was 2.19, in responses to item number 13, which is negative in terms of researchers not enjoying the freedom to cooperate with others in the same area of specialisation in the conduct of research, and enhancing their research capabilities.

The results of the analysis of the statements relevant to the first hypothesis, which dealt with the freedom to conduct research, revealed some points of weakness, as exposed by the responses to the following statements:

- I believe that bureaucracy in administrative procedures in applying for funded research contracts hinder my freedom to conduct research
- I believe I receive sufficient funding to carry out my research
- I believe that I have full freedom in choosing the topic of research for which I seek funding without interference from the funding body
- I believe that I have sufficient time to dedicate to work on my research
- I consider that the difficulty in acquiring the level of skill in the language that I wish to use in writing my research is one of the matters that restrict my freedom in research, and properly tackling subject matter
- I believe that the university provides me with training opportunities in new research skills and methods, which increases my capabilities in developing my research
- I find there is genuine cooperation between me and other researchers sharing the same area of specialisation, which helps in the development of my capabilities to do research
- I consider that the lack of benefit taken from the results of my research, which can contribute to enhancement of development programmes by civil society institutions, is one of the matters that restricts my freedom to carry out new research
- I think that the routine procedures to gain official permission to conduct (implement) research in the field by the authorities restricts my freedom to carry out research

As for freedom to publish, the result of the analysis of the responses by the participants in the study revealed that overall they do not have the freedom to publish insofar as the trend in responses revealed, with more responses disagreeing with the availability of such freedom compared to those who agreed. The highest mean value for responses was that of item number 4, which was negative given the value of 3.82. Since it was higher than the central value of 3.00, and was related to the poor ability in language, as one of the matters that restricted the faculty members' freedom to publish. On the other hand, the lowest mean value regarding freedom to publish was for item number 10, where the value was 1.98, which was also negative related to faculty members not being able (allowed) to express their personal opinions in an objective manner.

The results of the analysis regarding the statements relevant to the second hypothesis, which dealt with the freedom to publish research, revealed some points of weakness,

represented by the responses given by participants in the sample to the following statements:

- I believe that the University provides me with sufficient funding to publish my research in academic journals
- I enjoy freedom in choosing the refereed journals appropriate to me in my field of specialisation to publish research linked to promotion
- I believe that my inability to perfect one foreign language (other than Arabic) in which research is published in international journals is one of the issues that restrict my freedom to publish my research work in them
- I consider that the long delay in accepting my submission for publication in refereed journals at the University, restricts my freedom to publish my research in them
- I consider that obliging me to submit my work in a fixed number of pages by the University's journals is one of those issues that restrict my freedom to publish my work in them
- I find it easy to publish objectively the results of my research in the refereed journals
- It is easy for me to express my personal opinions in research that I wish to publish in refereed journals without any intellectual restrictions
- I feel that it is important not to publish my research, only after making sure that it is suitable for publication, in order to avoid conflict with the censors

7.1.3 Are there any significant differences between faculty members in Kuwait University according to their gender, nationality, age, academic rank and experience, in terms of their academic freedom?

In order to answer this question, the study hypotheses were tested using several statistical techniques, such as "Mann-Whitney", "Kruskal-Wallis", and "Chi-square" tests. These hypotheses were:

3. The opinion of academics will vary according to the difference in demographic variables regarding the state of academic freedom enjoyed by faculty members in undertaking research at Kuwait University.
4. The opinion of academics will vary according to the difference in demographic variables regarding the state of academic freedom enjoyed by faculty members in publishing research at Kuwait University.

All the hypotheses were found to be true in relation to the factors of nationality, age, academic rank, and work experience, affecting researchers' freedom in conducting research and publishing their work, with the exception of one variable, namely the "gender" of faculty members.

7.1.4 What are the obstacles that affect freedom of research and publishing of faculty members at Kuwait University?

In order to answer this question, the researcher conducted interviews with faculty members from those faculties representing the main specialisations of science, literature, and humanities, which collectively represent the main branches of knowledge in the different areas. The responses by faculty members differed as much as the multiple factors that hinder academic freedom in the area of research and publication, and which prevent development of academic freedom in both these areas.

7.1.4.1 Obstacles to freedom in conducting research

The most prominent obstacles to freedom in conducting research were as follows:

1. Bureaucracy and administrative procedure: these related to procedures impacting on the conduct of research, such as the long and routine processes to secure approval for the research to proceed, either due to the sensitivity of the subject matter, its impact on matters related to the social order, or the political system. As for those administrative obstacles encountered while conducting research, these include the difficulty in acquiring sufficient data to conduct the research, either due to the concerns regarding the sensitivity of the data itself, or other reasons.
2. Limited funding and financial support: these include lack of sufficient funding provided to faculty members to conduct research, given the little financial resources provided by the University management. Funding was insufficient to acquire scientific journals, and access over the Internet to articles, with further difficulty in acquiring materials and equipment.
3. Limited time dedicated to the research: this included the lack of time for faculty members to conduct research; a number of academics mentioned that this is due to the large allocation of hours to teaching, and a little time specified for research, which reflected negatively on research output, both in quantity and quality.

4. Limited training and research skills: the lack of opportunities for researchers to train in research skills, and enhance their capacity to a level that it is of world-class effectiveness, given the progress and development in the tools and methods of research, as well as measurement protocols and research designs, which would prepare the researcher to be more capable and effective in carrying out research work. Among the factors is language, which sometimes is an obstacle to research.
5. Limited co-operation between researchers in the area of specialisation: the results of the interviews have revealed that there is major shortcoming, in terms of cooperation in research within the different areas. The majority of researchers have adopted a highly individual style of working, due to the absence of a central body that would link and coordinate research effort at Kuwait University and the different research centres, which would create an atmosphere of openness and collective participation.
6. Lack of taking benefit from research: the reason is that research is conducted at the university for the sole purpose of promotion. This is in conflict with the goals of the University from research, in that it is for the benefit and service of society. Moreover, the absence of information repositories, which would coordinate with the different bodies in the country, in order to create a framework to benefit from research work. In addition, the absence of administrative legislation or programmes to specify how to benefit from such research.

7.1.4.2 Obstacles to freedom in publishing research

As for the obstacles to the freedom faculty members at Kuwait University in publishing, these were as follows:

1. The lengthy period needed for acceptance of submissions for publication: this long period includes responding to inform the submission was accepted, as well as informing the researcher of the amendments that need to be made before publication. This is why the researchers are forced to publish in foreign journals, which are quicker.
2. The limited financial support for publishing research: a number of responses by faculty members at University have revealed that limited financial support is given for the publication of the research they conduct; this is especially so in seeking to

publish in foreign journals, in terms of payment of fees and the costs of correspondence. This is also because the refereed local journals lack the international recognition, and so need to be linked to an international publisher, or have links to foreign universities, which would enhance the standard of these journals, and raise their profile. Local refereed journals need to be developed to be able to participate with renowned journals in the transfer and exchange of knowledge among the different researchers around the world.

3. Censorship: This is because of researchers' fear of conflict, due to the publication of results, or subjects that challenge the prevailing values in society, and the general State system. Moreover, researchers may spend a long time agonising over how to express the results that they have secured, seeking ways to disguise the sensitivity of the topic. The researchers may be forced to change the research itself, or employ obscuring language, which does not accurately express the results that they had gained.
4. The difficult requirements imposed ahead of publication: among these conditions is that of language, where the journals at Kuwait University require that research must be submitted in the English language. This means that the researcher will sometimes find difficulty in presenting work in English, and publishing his research according to the conditions imposed by the refereed journals belonging to Kuwait University.
5. Among the reasons that hinder publication because of language, is that Kuwait University does not train its researchers in how to publish in a foreign language, especially since there is a general weakness in publishing research in English. Furthermore, restricting the researcher to a fixed number of pages for submissions to be accepted, while the researcher may need more or even less pages, depending on the nature of the research.

The results of the questionnaire and interviews were in agreement in some issues related to the obstacles to the conduct and publication of research, which would undermine the freedom of researchers at Kuwait University in research and publication.

Based on the foregoing, the current study has arrived at a set of recommendations, which would improve and develop the state of academic freedom in research and publication, for faculty members at Kuwait University.

7.2 Study recommendations

The aim of this research was to obtain the best understanding of the concept of academic freedom relating to faculty members at Kuwait University. This is needed to establish a general, baseline concept, from which a general understanding can be formulated and expressed in legislation included within university regulations. This would clarify the concept of academic freedom in the University, and would clearly demarcate the boundaries for a form of academic freedom, in which faculty members can believe in. The regulations adopted would outline the features of academic freedom, in such a way that it can be implemented in the University by faculty members. This would also protect the freedom of academics in Kuwait University from violation or infringement, in terms of freedom of expression, teaching, research, and publication. In reality, academic freedom is a necessity in higher education establishments, in order to discover and arrive at the truth. In recent years, some infringement on academic freedom has begun to appear in Kuwait University, and has taken various forms. This phenomenon is in conflict with the general aims of universities, and Kuwait University in particular, which include arriving at the truth, development of knowledge, serving society, and working to improve the state of society, and solving its problems. Therefore, in order to protect the freedom of academics with regard to research and publication—the topic of this investigation, it was necessary to determine the extent of academic freedom enjoyed by faculty members in undertaking research and publishing their work. Moreover, identifying the key problems and obstacles that confront academics on the path of achieving this objective. This would allow appropriate solutions to be found to overcome the problems, and work at improving and enhancing the academic freedom of faculty members in the areas of research and publication. This would serve researchers, and develop their capacity, which would, in turn, serve and develop the institutions of the State in the different areas, as well as knowledge itself. Therefore, based on the opinions gathered from faculty members at Kuwait University, the following recommendations have been formulated. The idea is to further enhance academic freedom of faculty members, in terms of their understanding of academic freedom applied to research and publishing.

After presenting the definitions of the concept of academic freedom in Kuwait University from the perspective of Kuwait University teachers, we find that they agree on a number of fundamental principles; in that academic freedom is a right that University teachers enjoy. These views commonly share the notion that it is the freedom to research and publish for the purpose of knowledge transfer and development of academic research, as well as serving society, taking into consideration objective and moral principles, as fundamental standards while conducting and publishing such research. In addition, these views differ on the basis that some University teachers consider that academic freedom must relate to research and publication, while others consider that it relates to teaching, research, and publishing; moreover, that it is an absolute freedom without any restrictions, whether on teaching, research, or publishing of such research. Others have placed some limits or restrictions, which include that the university teacher must respect his specialisation, and not stray beyond it. In addition, the necessity of consideration and respect for the values and general culture of civil society, making sure that these are not violated, as well as respect for the general political system of the state. The differences between Kuwait University teachers on these definitions may be assigned to the absence of a commonly-held general concept of academic freedom at the University, especially in the absence of a legal frame within University regulations that may guide policy on academic freedom at the University, and through which teachers at Kuwait University may understand academic freedom. This would guide and inform them on the form and policy of academic freedom at Kuwait University, in shape of a reference, which would help them avoid many of the problems that they may encounter as a result of personal interpretations of academic freedom or violations of it. Therefore, this study recommends that an draft concept for academic freedom at Kuwait University be drawn up, based on the previous discussions, from which multiple definitions of academic freedom were derived, based on the perspectives of University teachers, and the researcher's own experience at Kuwait University, as revealed in this research. This would form the first step, and a simple recommendation, which can then be discussed and clarified among academics and policymakers at University, formally and informally, in order to explain and interpret the concept in clearer terms. Hence, academic freedom would be formulated as a general and common understanding that can be expressed, in future, as articles in law, to guide academics at Kuwait University.

Therefore, in light of the foregoing, the concept of academic freedom in this study means "the freedom of academic staff members, whether researchers or teachers, to express those opinions and ideas that they believe in, and to convey and discuss these in the process of teaching; and their freedom to conduct research on any topic they wish, and to publish the results of their research without interference from anyone, whether from within or outside the University; however, their research must be within the area of their specialisation, and takes into consideration respect for the values and general culture of civil society, as well as respect for law and the state system. All this should be undertaken in an objective and ethical manner, which would contribute to the development of state policy, and programmes for civil society institutions, or solutions to problems through a process of self-censorship with the intention of respecting these principles in the process of teaching, research, and publication".

1. The university must formulate a definition for academic freedom to guide faculty members in terms of the official view, and its application to research, as well as teaching, research, publication. This has arisen from the views of academics interviewed at the University. This is because the university, at present, has no such provision in its regulations regarding a defined concept of academic freedom, and its boundaries outlined in the definition. This definition would define the role of faculty members, and university management clearly and precisely, in terms of: who decides on academic freedom? and do faculty members have the freedom to teach, research, and publish? Through a detailed definition of academic freedom, the freedom of faculty members in teaching and research will be better protected, especially with widespread understanding of academic freedom. This knowledge and awareness of academic freedom will reduce the incidence of infringement upon such freedom, in the presence of a clear standard to judge upon.
2. Establishment of administration and research centres at the level of faculties that would undertake coordination between the different research centres in the University, through encouraging researchers to research and publish. These would also serve as training centres for the dissemination and acquisition of experience by researchers and research assistants, with regard to the novel developments in research and its different applications in external service and production organisations, which would be linked in joint projects between stakeholders, in order to benefit from their experience, and the available tools of research.

3. Granting more sabbatical leave opportunities for researchers, varying between six months and up to two years, in addition to reducing the workload, in terms of teaching, and administration within departments. Specifying a fixed time for research work, which will allow researchers to carry out research and studies in their area of specialisation, as well as increased productivity in research.
4. Establishing an information intranet linking State institutions, and put in the service of universities and research, with full access rights to extract information needed to carry out research. This should be connected to an international information network in order to make available information sources in terms of journals, books, and published research that can be depended upon by researchers in their studies. This would be a source of up-to-date information through the integration of e-mail, search engine technology, and giving researchers access to international electronic libraries, and specialist search engines. In addition, making available difficult-to-find books and periodicals on university sites, with easy access to them. In addition, providing research tools, such as computers, equipment, scientific instruments, and fully-equipped laboratories within the University, or through cooperation with other centres external to the university that are equipped to carry out research.
5. Universities should encourage researchers to select subject matter that serves the interests of the State in the different areas, such that there is added value from research, and that the State institutions are able to benefit from such research in improving and developing the different sectors in the country. In addition, improving research achievement in the area of specialisation, by following up emerging issues, and cutting edge research, at both local and international level. This would motivate and energise research, which will no longer be linked only to promotion as is the case currently. Converting the results of research into reality, as well as considering research published in refereed conferences as acceptable within the criteria for promotion rather than restricting it only to journals. This would promote research freedom, and lead to better framework for job promotion, and constant encouragement to attend conferences, and publish research.
6. University must work on building scientific partnerships, and international agreements by giving researchers the freedom to participate in some research of common interest with other countries, and to encourage cooperation between local researchers working in the same area specialisation, as well as international researchers in developing research topics, updating information, and the knowledge

base that mutually serves all countries, by facilitating the exchange of research this between centres, in order to constantly benefit from the experience of others, in enhancing the level of research and technology to world-class level. Moreover, giving researchers at the University the opportunity to participate in international research programmes, within an international framework. Furthermore, obliging researchers to cooperate between the universities and research centres within the area of specialisation, and establishing an integrated system, and clear procedures to guide the specialist bodies in research, and linking them together, by coordinating among them, and preventing duplication of effort in research and publication, in order to benefit from the available resources, and facilitate the work of researchers. Such procedures should be adopted within the criteria for appraisal of staff effectiveness, within fixed policy that would oblige researchers to continue personal development within the area of research.

7. Increasing spending by university management research and publication, as well as diversifying sources of funding by giving researchers the freedom to seek funding for research in cooperation with local private establishments, or government agencies other than the University. The University should enhance its role in sourcing funding for research, and spending on the publication and printing of research carried out by faculty members in refereed journals, or books and refereed periodicals, whether these belong to government establishments other than the university, or even the private sector. Universities should grant faculty members in sciences a separate budget for research, which should be linked to higher study programmes.
8. The universities should grant faculty members the opportunity to apply for secondment to other research centres and administrations of urban universities, in order to find solutions for problems suffered by such establishments; especially, where these are tied to State development plans, in order to contribute to the solution of problems, enhancing performance and productivity, as well as social development through the instrument of research, which would serve the interests of the State and society.
9. Benefiting from specialist centres at the University and the private sector, in order to give researchers freedom to enrol in foreign language learning programmes, especially those targeting research, in order to encourage researchers to perfect research writing in other languages, or even one at least. Researchers should have the opportunity to learn how to publish in foreign languages, which would help in

- acquiring skill in academic research terminology, and therefore give greater freedom for research and publication in foreign language media. In addition, establishing and forming an Arab society concerned with the translation from world languages in which leading research is published, and translating such works into Arabic, while maintaining cooperation with private, and university publishers in order to publish these in the Arabic language and vice versa. For this purpose, establishing a centre for exchange, linked to translation centres at foreign universities, by signing agreements for the exchange of language skills in the area of writing and publishing research in the different languages, in addition to Arabic.
10. Giving faculty deans, and department councils the freedom to spend on the needs and provisions for research in laboratories, or in the form of books, periodicals, and references required by researchers in officially-sanctioned research. These must be within the research plans for departments, or university research administrations, in the absence of administrative bureaucracy. Encouraging research partnerships, and partnerships for publishing without the need to refer back to university management, through long routine procedures, which would lead to missed opportunities in terms of conducting research, or delayed publication.
 11. The University must establish liaison offices in the different faculties linked administratively to the office of the Dean for Research; these offices would work at facilitating anything related to research, and giving researchers the freedom to administer budgets, and funds, on the basis of prepared budget and expenditure forms detailing the cost breakdown of each stage of research. These would be subject to strict scrutiny by the Dean for Research in each faculty rather than higher up in the university hierarchy, which would smooth financial administration, and the coordination between researchers, and the bodies wishing particular investigations to be carried out on their behalf, as well as other stakeholders. In addition, easing the way to publication of the results of such research, in the form of published reports, and journal articles, in conjunction with specialist publishers of refereed international journals.
 12. Establishing research centres in the faculties, with research tools, equipment, and support staff and technicians, in order to raise the level of research, and to benefit from theoretical and applied research.
 13. The University should formulate rules and regulations in order to protect faculty members from infringement of their academic freedom whether within the University or externally. Such regulations should emphasise guarantees on the

freedom of expression and discussion in the choice of research topics, as well as freedom to discuss ideas, constructive criticism, expression and exchange of opinion with the funding bodies and individuals, and the freedom to publish research results, and express personal opinions and ideas, quite objectively. This is because the aim of research is to arrive at the truth, serve the interests of the country, and solve the problems of society. Researchers are highly qualified, highly intelligent, and trained to achieve this. Without such clear rules, regulations, and policies, the University cannot hope to achieve its objective of arriving at the truth, and disseminating this. In addition, protecting research conducted by faculty members from political, partisan, or social pressures that would negatively affect research and objectivity, while emphasising respect for the freedom of others, their dignity, employing criticism scientifically and objectively, and in an ethical manner according to international norms, which do not infringe on the ethics of research and publication. The University should remove any form of patronising behaviour, and political, partisan, or ethnic censorship, and state interference, which may affect the objectivity of research, and validity of published results, opinions, and ideas. The university must also amend and remove those regulations and rules that restrict academic freedom in the area of conducting research and publishing, in order to guarantee freedom of researchers in carrying out research and its publication, as well as assuring the liberty of others, and respect for their rights, and work to solve problems that confront academic freedom, by establishing a special administration that works to reduce all the difficulties that undermine or prevent faculty members from playing an effective and developing role in conducting research and publishing its outcomes.

14. The University must also work at providing a more rapid response within a specified period to those researchers submitting their work for publication in the refereed journals belonging to the University; in contrast to the longer delay currently experienced. This process will encourage freedom of publication in journals generally, and at Kuwait University in particular. Moreover giving researchers the freedom of choice in the refereed journals they wish to publish in, whether in Kuwait or abroad, as is appropriate to the specialisation of the researcher. This would support and encourage researchers in the area of publication.
15. The University should provide more guarantees in terms of protecting the intellectual property rights of researchers' work which is published, through local

and international intellectual property right protection centres, which would support researchers' freedom, and encourage continuous publication. Moreover, it will help reduce the incidence of infringement on freedom of thought in the process of publication, and academic theft.

16. The University should train researchers, practically, in how to deal with sensitive subjects, whether in the choice of research topics, or the conduct of the research, or the publication of study outcomes, in a way appropriate to the environment in which the researcher works, and without undermining the objectivity of the research itself.
17. The University must take into consideration some factors, such as nationality, age, academic rank, and experience of faculty members, in formulating policy related to freedom of research and publication for faculty members at Kuwait University. It must provide better opportunities in terms of academic freedom in the areas of research and publication at both theoretical and practical levels, given the effect of these factors on academic freedom.
18. This study recommends that the criteria for promotion should be amended to include a standard for measuring the extent to which submitted research is of required quality and benefit in serving the issues of Kuwaiti society, whether in terms of development, or in solving its problems. This would ensure that researchers will continue to contribute effectively in the course of academic research, even after reaching the highest levels of academic promotion. This is particularly the case for university professors at Kuwait University at the top of the academic scale. This can be practically achieved by putting their research to use in decision-making, developing legislation, and formulating policies in developing state institutions. In addition, opening channels of cooperation in research between government and universities, in conducting research at state level, through developing research plans and programmes directly linked to the needs of productive sectors in society, which would contribute to the positive development in state institutions, and progress in achieving economic gains, and spurring the knowledge and technological revolution, as well as enriching cultural and social thought in Kuwaiti society. Furthermore, researchers from Kuwait University can be sent to international research centres in developed nations, to work on research topics of common interest, which would achieve an exchange of experience between researchers, and create a competitive spirit in scientific research that would serve the state at regional or international level, and achieve total economic

and social development. This study also recommends granting researchers at the top academic scale, generous rewards for distinguished research that has direct and effective impact on achieving state plans; those that contribute to solving problems in achieving objectives and development programmes at state level. In this way, such academics will continue to contribute effectively as valued members of society, and will give researchers the feeling that their research is of practical value in the service of the issues and institutions of civil society. This will hone the innovative and creative abilities of researchers, even after promotion. Scientific research must not be the only path to academic promotion, but must serve the scientific field itself, and contribute to achieving total development in the plans, and programmes by state institutions, as well as contributing to solving society's problems.

7.3 Recommendations for further work

The purpose of this study was to better understand faculty members' definition of academic freedom, and to determine the extent of their freedom in research and publishing, as well as the obstacles to them. It deals with three issues related to faculty members, which were (i) faculty members' definition of academic freedom, (ii) faculty members' freedom in research and (iii) publishing in Kuwait University. It is hoped that this study can put forward a baseline for all those areas related to academic freedom issues explored in this study, in order to enhance, improve and bring a better understanding, that can be extended to practice. The following is a summary of many suggestions for possible further research.

1. There is a need to study faculty members' and administrators' knowledge and understanding of academic freedom, and how they differ from each other to find better ways to protect academic freedom in universities.
2. There is a need to study academic freedom in research and publishing for faculty members in Kuwait University, and other universities, to compare with the current study's findings.
3. There is also a need to study the extent (degree) to which women academic staff members exercise freedom of research and publishing in comparison to men.
4. There is a need for further studies to investigate the influence of the university management on faculty members' academic freedom in research and publishing,

such as the roles of administration and finance in shaping faculty members' research and publishing activities.

5. There is a need to study the attitude of university leaders and faculty members toward freedom of research and publishing, in different universities in Kuwait.
6. There is a need to study faculty members' freedom in research and publishing, and compare between universities in Kuwait and universities in other Arab countries.

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APPENDIX A: QUESTIONNAIRE

(Translated into English)

Dear colleague—Faculty member at Kuwait University

The researcher is conducting a scientific study on “the freedom of research and publishing of faculty members at Kuwait University”. The purpose of this study is to explore the opinions of faculty members at Kuwait University regarding the extent of the freedom they enjoy in conducting research and publishing it. In addition, the survey gathers opinions regarding the obstacles that faculty members face in terms of their freedom to research and publish, and the best means by which freedom in research and publishing may be further developed for faculty members at the university.

Therefore, this questionnaire has been designed for this purpose, and consists of basic information, and only 29 items addressing two areas: research, and publishing such research. It will measure, quite specifically, your opinions regarding academic freedom that you enjoy in conducting research and publishing it in your work at Kuwait University. Your participation in answering this questionnaire will help provide the information, which will serve the study and satisfy its aims.

Your participation in this survey is completely voluntary, and you are free, if you wish, to withdraw from completing this questionnaire at any moment, without the need to offer any explanation. You also have complete liberty to change your response to any statement, or to choose not to answer any specific statement, should you so wish. In addition, there are no right or wrong answers, and we are only interested that you choose the answer that you consider to be right and most representative of your opinion, regarding the statements that you will read in this questionnaire.

On the other hand, I wish to assure you that the information gathered in this questionnaire will be treated with the utmost confidentiality, and used only for the purposes of this research. In case of publication, no information that could reveal your participation will be apparent by any means. Moreover, you may request a copy of the summary of the study’s key results after 2008, by corresponding with me at the following e-mail address:

ngkuedu@hotmail.com

Note: Dear faculty member:

You may contact me with any question via the e-mail address above, and if necessary I can be reached by telephone (below).

Principal investigator: Nabil Gharib

Telephone: 6602189

e-mail: ngkuedu@hotmail.com

With my utmost gratitude for your cooperation

General information: (faculty member at Kuwait University)

1- **Gender:** Male ☐ Female ☐

2- **Nationality:** Kuwaiti ☐ Other nationality ☐

3- **Age:** 25 - less than 35 ☐ 35 – less than 45 ☐ more than 45 ☐

4- **Academic Rank:**

Full Professor ☐ Associate Professor ☐ Assistant Professor ☐

5- **Years of experience at Kuwait University:**

less than 5 ☐	5 – less than 10 ☐
10 – less than 15 ☐	more than 15 ☐

Dear faculty member:

The following statements measure your opinion regarding the extent of academic freedom that you enjoy in research and publishing during your work at Kuwait University. I hope that you read each statement carefully, and answer as objectively as you can by placing a mark in front of the choice that best represents your views.

Part One: Academic freedom in conducting research: the extent (degree) you enjoy freedom in research

No.	Statement	strongly agree	agree	neutral	disagree	strongly disagree
1	I believe that administrative procedures in applying for funded research contracts hinder my freedom to conduct research					
2	I believe I receive sufficient funding to carry out my research					
3	I find it easy to acquire the materials, and technical resources to conduct my research					
4	It is easy to secure the number of assistants needed to carry out my research					
5	I believe that I have the freedom in choosing the topic of research for which I seek funding without interference from the funding body					
6	The existence of the requirement of taking into consideration the traditions and culture of Kuwaiti society limits my freedom in research, and tackling the subject matter					
7	The University provides me (in the faculties) with up-to-date scientific references in my area of specialisation, which helps me conduct research					
8	I believe that I have sufficient time to dedicate for work on my research					
9	I believe that the conditions to gain sabbatical leave for research purposes encourage freedom in research					
10	I consider that the difficulty in acquiring the level of skill in the language that I wish to use in writing my research is one of the matters that restrict my freedom in research, and tackling subject matter					
11	I believe that the university provides me with training opportunities in new research skills and methods, which increases my capabilities in developing my research					
12	I believe I can develop my previous research with the resources available at the university					
13	I find there is genuine cooperation between me and other researchers sharing the same area of specialisation, which helps in the development of					

	my capabilities to do research					
14	I consider that the lack of benefit taken from the results of my research, which can contribute to enhancement of development programmes by civil society institutions, is one of the matters that restricts my freedom to carry out new research					
15	I think that the routine procedures to gain official permission to conduct (implement) research in the field by the authorities restricts my freedom to carry out research					
16	Among the conditions that funded research must fulfil, is to not oppose the public (political) system of the State; this restricts my freedom in research and adequately tackling subject matter					

Part Two: Academic freedom in publishing research: the extent (degree) you enjoy freedom in publishing research work

No.	Statement	strongly agree	agree	neutral	disagree	strongly disagree
1	I believe that the University provides me with sufficient funding to publish my research in academic journals					
2	I enjoy freedom in choosing the refereed journals appropriate to me in my field of specialisation to publish my research linked to promotion					
3	I believe that the conditions set regarding refereed research work in the journal belonging to the faculty, encourages me to publish my work in it					
4	I believe that my inability to perfect one foreign language (other than Arabic) in which research is published in international journals is one of the issues that restrict my freedom to publish my research work within them					
5	I consider that the long delay in accepting my submission for publication in the University's refereed journals, restricts my freedom to publish my research in them					
6	I consider that obliging me to submit my work within a set number of pages by the University's journals is one of those issues that restricts my freedom to publish my work in them					
7	I believe that adopting the opinion of the academic referee in judging the novelty of the research work, and its acceptance for publication in refereed scientific journals of the University restricts my freedom to publish my work in them					
8	I believe that the University encourages me to publish the results of my research work through					

	participation in scientific conferences, which increases my willingness to publish					
9	I find it easy to objectively publish the results of my research in the refereed journals					
10	It is easy for me to express my personal opinions in research that I wish to publish in refereed journals without any intellectual restrictions					
11	I believe that the university protects intellectual property rights of my published research work, which increases my motivation to publish					
12	It is difficult for me to publish some of the results of my research, which I may feel is sensitive to society, in the different media					
13	I feel that it is important not to publish my research, only after making sure that it is suitable for publication in order to avoid conflict with the censors					

If you have any other additional and important matters you wish to mention regarding your freedom to conduct research and publish, please feel free to write these down below.

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APPENDIX B: INTERVIEW SCHEDULE

Themes for interview of academics

- 1- Academic freedom is important for the university environment; from your point view, how do you define academic freedom?
- 2- What are the obstacles that affect faculty academic freedom in conducting research?
- 3- What are the obstacles that affect faculty members' academic freedom in conducting research?
- 4- What are your suggestions for improving academic freedom for faculty members in conducting their research and publishing?